



European Commission
DG Employment,
Social Affairs and Inclusion

YESMIE

YOUNG EMPLOYMENT
SYSTEM FOR
MOBILITY IN EUROPE

PROTOCOL of EXPERIMENTATION



INTRODUCTION TO THE PROTOCOL

I- PRELIMINARY REMARKS

1.1-Why Yes Me

Young people are one of the sectors of the population that has been hardest hit by the current global economic crisis.

Figures confirm that young people represent one of the most fragile segments of the labour market. Their vulnerability stems from a lack of skills, work experience, ability to look for work and the economic resources needed for the job search.

Within the context of this general framework, consideration must also be given to the existence of a significant number of young people who are not currently employed and are not using this time to further their education or training. These are the so-called **NEETs, that is, Neither in Education nor in Employment or Training**, according to the definition as generally adopted in the scientific literature. The vulnerability of this sector of the population within the job market and within society as a whole is further accentuated if one takes the following factors into consideration:

- a) Individuals with poor qualifications are much less competitive in the labour market;
- b) If the period of unemployment extends into the medium to long term, it in itself results in fewer future job opportunities;
- c) Youth unemployment not only has an economic impact on one's income but, more importantly, it results in an increased risk of social exclusion, a progressive marginalisation and a bleak outlook of the future.

Based on an analysis of this scenario, the project aims to help define and carry out field tests on a series of innovative tools designed to support access to employment by that sector of young people characterised as:

- ↪ In disadvantaged situations contributing to the individual's increased risk of employment, economic and social exclusion
- ↪ Within the 21 – 29 age group
- ↪ Having completed a low level of education (not beyond compulsory education)
- ↪ Never having been employed or currently unemployed
- ↪ Registered with the employment centre

Starting from the project beneficiaries' condition of coming from a significantly disadvantaged background, it was decided to focus attention primarily on an analysis of competences, particularly



transversal and transferable skills, given that, as found in **Report IA Description of the Personal and Transversal Skills Needed by the Selected Target Population**, which is the product of the work carried out by the transnational project team (the project contents and methodology are provided below), these are considered to be the key to enhancing job mobility and to tackling an unstable job market through the acquisition of the appropriate tools.

According to the analysis, it was found that **transversal skills** are the essential tool for carrying out different tasks and functions and for effectively using one's technical skills. In addition to this transversal element, the analysis also highlighted the importance of "**Attitudes**", namely the social and situational awareness skills, which the participants were already able to express or are developing, that help increase the possibility of enhancing transversal skills and acquiring new skills and new methods of learning. Both transversal skills and attitudes can be appropriately modified and developed through education and training but active involvement/participation methods that are action-oriented and that encourage and promote the transfer of skills in order to achieve real mobility of individuals are lacking or are highly inadequate in the programmes currently in use.

1.2- The innovativeness of YesMe

The project aims to *help define innovative intervention tools and programmes to improve the labour mobility of young people with a high risk of exclusion from the labour market*, in order to counteract and reduce the particularly severe impact that the current recession has had, and continues to have, on this segment of the population.

In particular, the project proposes to intervene in support of job mobility and with priority being given to specific elements of the *transition between different labour market conditions*:

- a) inactive → employed
- b) unemployed → employed

The definition of **an inactive individual** is based on the absence of an active job search: according to ISTAT, the latter consists in having had a job interview or contact with a public employment centre within the reference period; having participated in a public recruitment competition; having utilised a newspaper advert in regards to the active job search. The duration of the reference period is a key variable in determining the number of inactive as opposed to unemployed individuals (Bank of Italy).

Therefore, individuals are deemed inactive if they are:

- of non-working age (young people between the ages of 0 and 15; seniors over the age of 64);
- of working age, that is between the ages of 15 and 64, who do not carry out a productive activity and are not within the category of the unemployed.

Other semantic distinctions can be made, according to which inactive persons may be divided into two groups. The first regards those individuals who are not looking for employment nor would they be immediately available to work, should an employment opportunity arise. The second group, identified as a "grey area" by ISTAT, comprises those persons that, although not actively seeking employment, would be available to work if given the opportunity; those persons that are actively seeking employment but would not be immediately available to work; those persons that are not seeking employment but would accept a job offer, should one be made to them.



An **unemployed individual** is a person that has lost a previous job and is looking for work. The unemployed status is defined as long term if it has persisted for at least 12 months. Between unemployment and inactivity comes into play the loss of faith in the possibility of finding a job that, if not long term, is treated as part of the unemployment. Youth unemployment regards all persons aged 15 to 24.¹

As the project aims to reinforce the beneficiaries' personal and transversal skills, enhancing the individual's capacity to enter into and face the challenges of the labour market, its results over the medium to long term may also positively impact upon other aspects of mobility, such as:

- a) job to job mobility: intended as a transition from one job to another. This type of mobility describes the condition in which the mobility enables employers and employees to maximise efficiency in the use of one's competences for the company and for individuals;
- b) occupational mobility, intended as a change in a worker's professional profile, or career level, that may arise at the same time as a change of employer or otherwise. Occupational mobility describes the capacity of companies and individuals to advance career development.
- c) temporary employment → permanent employment
- d) employed → self-employed (Self-employment is a situation in which «an individual undertakes to provide a service or work for monetary compensation, wherein the individual is the primary or sole owner of the business and no employment relationship exists with the customer» Art. 2222 of the Civil Code)
- e) forced job mobility → voluntary job mobility: the transition from a condition due, for example, to economic conditions, changes in labour laws, health conditions or age-related issues to one based on the employee's voluntary decision to change jobs because it is deemed to be advantageous.

The following is a list of innovative features characterising the project and intervention protocol as described below:

- ↪ **greater competitiveness of the target population** involved through the strengthening of transversal skills and attitudes, with particular attention given to social and situational awareness skills
- ↪ through the strengthening of transversal skills and attitudes, **a greater possibility of access** to training courses and opportunities to develop technical skills by young people with a high risk of occupational exclusion, in response to the changing requirements of the local labour market
- ↪ creation of a network of stakeholders, drawing from both the educational system and the employment environment, aimed at **strengthening the link between the business world – educational and training sector – local employment services**
- ↪ development of **policies and programmes for the active inclusion of the target group** in order to reduce the risks of social marginalisation and its effects on the social system as a whole
- ↪ **improved effectiveness of the employment centre services** offered to the participants in terms of tools, means of communication and organisation of services

¹ For the definitions of unemployed and inactive refer to the Bank of Italy publications: "[A critical analysis of the definitions of unemployment and labour-force participation in Italy](#)", "[Occasional Papers \(Questioni di Economia e Finanza\):The crisis and employment in Italy](#)"



Utilising the descriptive and analytical report of the transversal skills needed by the target group (Report IA) as a starting point, the project team identified and analysed a number of best practices utilised in other parts of Europe or within the project partner countries, highlighting those that could be transferred to the target population and serve as innovative solutions to specific needs. A matching exercise of transversal skills / attitudes / methods of intervention / specific services was carried out and led to the preparation of a catalogue of tools in which specific services/programmes are proposed for each of the needed skills (or skill sets).

An individualised intervention protocol was drawn from the catalogue and defined according to the real needs expressed by the participants, the requirements/demands of the labour market and the transversal skills possessed by the members of the project's target group.

1.3-The project work group: a truly multidisciplinary network!

The **project partnership** draws from the knowledge that in current labour market conditions, a concerted effort must be made by a partnership of public and private players in order to develop innovative and effective intervention tools that are able to support the weaker sectors of the population. In particular, the project partners are able to provide specific competences and experiences that can be enhanced through effective networking.

The project partners have amassed significant experience in the individual and joint development of European projects aimed at defining and testing best practices supporting entry into the labour market and social inclusion (active inclusion) by society's more vulnerable groups, including young people, and comprise:

- ↪ **CONFCOOPERATIVE TORINO – IT** (applicant) – project coordination
 - ✓ Manages relations with the European Commission in regards to all matters relating to the project, including economic aspects
 - ✓ Supports associated partners in all management activities (both technical and economic)
 - ✓ Provides the necessary tools to monitor and control activities, collects and processes data to assess project consistency
 - ✓ Utilises its social networks to broadcast and promote the project, distributing communications materials through its various media platforms/communications channels
- ↪ **PROVINCIA DI TORINO - IT** (partner)
 - ✓ Involves the public and private players that are able to help achieve the project's expected results
 - ✓ Utilises its social networks to broadcast and promote the project, distributing communications materials through its various media platforms/communications channels
 - ✓ Participates intensively and proactively in setting up the process and project outcomes
- ↪ **S.&T. Soc. Coop - IT** (partner)
 - ✓ Involves the public and private players that are able to help achieve the project's expected results



- ✓ Develops the dissemination plan, identifies the suppliers providing graphics and printing services, updating of the website and organisation of the final conference
- ✓ Coordinates efforts between the partners in the drafting of the project manual
- ↗ **GRETA DU VELAY – FR (partner)**
- ✓ Involves the public and private players that are able to help achieve the project's expected results
- ✓ Utilises social networks to broadcast and promote the project, distributing communications materials through the various media platforms/communications channels
- ✓ Researches best practices, organises technical seminars (content and experts), prepares the report on the analysis of competences and best practices relating to the project
- ✓ Contribution to definition of evaluation model for experimentation procedure and to evaluation itself

A transdisciplinary work group has been created to operate in parallel and partial overlap with the partnership members, who have shared competences, resources, opportunities, networks of contacts and formal and informal relationships for the purpose of achieving the project's expected results. This work group comprises the same partners, as well as a group of specialists from various disciplinary fields, chosen in relation to the individual programmes developed within the protocol and their operation.

The professionals included within the transdisciplinary team are involved to different degrees within the programme, ensuring a constant presence, if their role requires this, or intervening when required in relation to the specific expertise they bring to the team. The transdisciplinary team comprises the following professionals:

- ↗ Project coordinator
- ↗ Programme tutor, professional educator
- ↗ Counsellor, psychologist, psychosocial trainer specialised in empowerment techniques utilising theatre for psychosocial training
- ↗ Business search professional, professional recruitment specialist, professional specialised in matching labour demand and supply
- ↗ Web and IT professional
- ↗ Personal image professional
- ↗ Business development professional
- ↗ Communications professional

The evaluation and monitoring system for the activities, the project and the team's operations was presented to and shared with the project group. The evaluation exercise addresses two main aspects:

1. A Process Evaluation, which focuses on the social processes put into place within the project group
2. An Evaluation of the Effectiveness of the intervention, which focuses on the capacity of the project to achieve the expected results

The evaluation system calls for the following activities to be implemented:

1. An evaluation plan of the effectiveness of the intervention



European Commission
DG Employment, Social Affairs and Inclusion



2. Preparation of an exit questionnaire for the collection of quantitative and qualitative information
 3. Comparative analysis of the data and information collected through the entry and exit questionnaires
 4. Preparation of an evaluation report on the effectiveness of the intervention as per the indicators provided for in the evaluation plan. The evaluation report calls for a stratified analysis of the results according to different variables (gender, age, place of residence ...)
-



2-THE ROLE OF THE PROTOCOL

The “Protocol” is a standardising tool for organisational learning, that is, it serves to:

- ↪ make the knowledge and skills that will guide the activities available, prior to implementation of the project (proceduralisation of the delivery processes);
- ↪ establish “milestones” and methods to monitor actions implemented during the course of the project (proceduralisation of control processes);
- ↪ render the knowledge and skills that were developed during the project consistent and communicable (dissemination of best practices).

It has two main groups of users:

- ↪ the operators of the “Yes Me” project, as it provides them with all the operational guidelines needed to carry out the project activities and be able to replicate them at a later stage
- ↪ the “professional community” of the operators not participating in the “Yes Me” project and the stakeholders, who will be able to monitor progress (and consistency with the planned operations) during the implementation phase and later be able to replicate the activities.

Given these objectives and the beneficiary target groups, the “Protocol” has a similar set up to that of a Quality Manual, which describes in detail the delivery processes of the "Yes Me" project's activities.

The Protocol encompasses the following processes:

- ↪ **General Process:** describes general guidelines for the project's activities;
- ↪ **Information Dissemination Process:** describes the advertising and promotional activities for the project, aimed at raising the awareness of potential beneficiaries and stakeholders;
- ↪ **Development Process:** describes activities for the assessment of the beneficiaries and their motivations;
- ↪ **Peer Activities and Personal Accounts Process:** describes the activities through which the beneficiaries are given the opportunity to contrast themselves with the relevant experiences of their peers, who are grappling with the same challenges and who have handled them successfully;
- ↪ **Self Entrepreneurship Process:** describes information-based and motivational activities promoting the concept of “doing business”;
- ↪ **Effective Self Promotion Process:** describes activities aimed at reinforcing one’s (professional) image and self promotional skills within the employment world;
- ↪ **Personal Wellbeing Process:** describes the activities through which one develops and maintains a self image that is coherent with his/her competences and personal objectives;
- ↪ **Traineeship Development Process:** describes activities aimed at developing company traineeship programmes;
- ↪ **National Civil Service Process:** describes activities aimed at implementing civil service volunteer programmes within public agencies that have stipulated special arrangements with the Ministry;
- ↪ **Psychosocial Theatre Process:** describes activities aimed at reinforcing transversal skills through theatre;
- ↪ **Web Animation Process:** describes activities aimed at reinforcing one’s ICT competences and e-skills.



3-PRESENTATION OF THE PROTOCOL FORMATS

In line with the analogy between the “Protocol” and a Quality Manual, it was decided to use a “process-driven” approach in describing the project’s activities.

The term ‘process’ implies a sequence of time-oriented and causally connected actions (and feedback), designed to achieve preset goals, wherein the output of one action serves as input for the next.

Each action is carried out by one or more actors and has direct and indirect beneficiaries that may be within or outside of the organisation providing the activities of the process itself. Each action involves the use of tools and envisages precise outputs that may be material or immaterial. It is possible to establish an average duration for each action and, if need be, a precise interval in which it is implemented.

Given this type of approach, two distinct tools/formats were adopted for the preparation of the “Protocol”; the “descriptive table” and the “process flow”.

A “general process” was identified within the context of the protocol that briefly describes the specific modules, which, in turn, are detailed in process tables defined as per the indications in section 3.1 below. The following modules constitute the “general process”:

- ↗ Active advertising of the project to potential beneficiaries
- ↗ Presentation and pooling of nominations
- ↗ Selection of beneficiaries
- ↗ Provision of activities reinforcing competences
 1. Development Center and competency assessment
 2. Psychosocial theatre
 3. Web animation
 4. Peer activities and personal accounts
 5. Self entrepreneurship
 6. Effective self promotion
 7. Personal wellbeing
 8. Traineeships
 9. Civil Service Volunteer Programme
- ↗ Monitoring and periodic assessment of activities and outcomes
- ↗ Evaluation of the effectiveness of the activities experimented
- ↗ Final evaluation and termination of experimentation

3.1-Table

The process table is a table with as many rows as there are activities identified as components of the process. Each of these activities is described within a row in the table, which is arranged as follows:

- ↗ The first column contains a sequential number, which cross-refers to the graphic element in the flow diagram.
- ↗ The second column contains brief tags, which refer to the various activities indicated within the tables and/or diagrams utilised to describe the process.
- ↗ The third column contains a detailed description of the activity in order to provide all the information needed for a full comprehension of the activity.



- ↪ The fourth column indicates the maximum timeframe required for completion of the subject process. The timeframe is intended as the interval of time from the moment in which the activity's input arrives to the agent responsible for this stage to the moment in which the outcome of the activity is transmitted/communicated to the agent (possibly the same one) responsible for the next stage. A time reference for initiation of the activity may also be given.
- ↪ The fifth column identifies the agents involved in the activity described within the process.
- ↪ The sixth column identifies the activity's beneficiaries (direct or indirect).
- ↪ The seventh column indicates the activity's material or immaterial output, or outcome, achieved/realised as a result of the action. It may simply be a record of the activity's implementation.
- ↪ Finally, the last column identifies, where applicable, the material or organisational tools utilised in the activity.


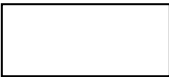
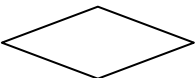
3.2-Flow

Flow diagrams are a powerful, simple and straightforward tool to describe a process, illustrating its structure, the interdependence between constituent activities and the sequence in which these activities are to be performed.

The flow highlights also contemporaneity and feedbacks between various activities and sharing/overlapping of different functions on the same action. It is therefore the ideal tool to describe complex processes, while it is not essential for describing sequences of simple and linear events. Hence, in the present Protocol, the flow graphs have been used only for the most complex and articulated processes.

A flow diagram is a graphic representation of a process, realised according to a number of standard procedures in order to render communication and comprehension of the process by all those involved as straightforward and immediate as possible. A flow diagram enables one to schematically represent any type of organisational process.

A flow diagram is drawn according to defined rules and using standard symbols as follows:

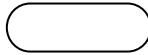
Symbol	Meaning
	Indicates the start of a flow diagram
	Indicates the role of a process or activity within a flow diagram
	Indicates a decision; two alternatives are identified for each decision, positioned at two of the rhombus' vertices (one lateral, one below)



European Commission
DG Employment, Social Affairs and Inclusion



Indicates connectors between the various symbols to represent the logical and chronological sequence



Indicates the end of a flow diagram.

Describing a process through the use of flow diagrams involves the creation of an oriented graph, such that:

- ↪ It contains a single start block and a single end block;
- ↪ It contains as many activity blocks as there are activities (or sequences of activities) comprising the process being represented; each activity block and/or decision shall be appropriately labelled to convey its meaning;
- ↪ It is divided into columns corresponding to the agents/actors (functional roles) involved in the process, such that each sub-process and/or activity represented can be related to the agent responsible for its implementation;
- ↪ All blocks contained within the flow diagram are connected by arrows, the direction of which indicates the logical and/or chronological sequence in which the individual activities are performed.



4- MINI VOCABULARY OF CONCEPTS AND TERMS ADOPTED

Concept/Term	Description	Link to further details
PROCESS	A sequence of time-oriented and causally connected actions (and feedback), designed to achieve preset goals, wherein the output of one action serves as input for the next	
ASSESSMENT	An evaluation process utilised to determine an individual's technical, management and social skills considered essential to the holding of a job or the development of a career path. The evaluation is performed by external observers (assessors) over a limited period of time (normally from 1 to 3 days) through the administration of a series of individual or group tests, an individual interview and possibly a feedback meeting designed to follow up on the findings from the observation of the dynamics during the tests. Upon completion of the process, the assessors draft an individual profile for each of the participants in relation to the skills evaluated.	http://www.orga.eu/index.php?page=assessment-e-development-center-3 http://www.metodoselezione.it/scheda.asp?id=38 http://www.developmentcenter.it/
DEVELOPMENT CENTER	A process for the empowerment of individuals as well as for the analysis and verification of the role characteristics of an actor. Through the mapping of the competences expected of a particular professional profile and the evaluation of the individual capabilities of the person being assessed, a report is produced highlighting their skills, strengths and areas for improvement, thereby enabling the planning of training programmes, development activities, career planning	http://www.orga.eu/index.php?page=assessment-e-development-center-3 http://www.metodoselezione.it/scheda.asp?id=38 http://www.developmentcenter.it/
IAP (INDIVIDUAL ACTION PLAN)	The IAP, signed by the worker, the implementing party and the employment centre (validation), contains the operational plan of the services (indicating their type and duration) agreed in relation to the individual's employability profile and to the supply of services that are available locally.	http://www.provincia.torino.gov.it/sportello-lavoro/centri_impiego
PEER EDUCATION	An educational strategy designed to trigger the natural process of the transferring of knowledge, emotions and experiences from certain members within a group to their peers. This practice goes beyond the purely educational situation and becomes a veritable opportunity for the individual adolescent, the peer group or the school class to	http://www.peer-education.it



	<p>freely discuss and develop intense transferable moments.</p>	
<p>THEATRE FOR PSYCHOSOCIAL TRAINING AND AWARENESS</p>	<p>A process providing the means to help understand and interpret the psychosocial reality; the understanding of this dimension fosters a change in attitudes and enables one to orchestrate an evolution of both individual and collective attitudes.</p> <p>It is also a process of sociocultural development, which systematically affects the entire framework; it addresses persons understood as meaning single individuals, as well as groups and the community.</p> <p>This process may be used for a variety of purposes and applied within the most diverse sociocultural contexts.</p> <p>It is most commonly utilised for the following objectives:</p> <ul style="list-style-type: none"> - communication - socialisation - empowerment - awareness-raising - “cultural” development <p>Theatre for psychosocial training facilitates the adjustment of individuals, groups and communities within their surroundings (both social and environmental).</p>	<p>http://www.personeinscena.it</p>
<p>VIDEO CURRICULUM</p>	<p>The Video CV is a guidance tool within the context of the project that is introduced upon completion of a programme in which, accompanied by a guidance counsellor, the participant’s training and professional experiences have been analysed and developed. The Video CV tool and its brief duration force the individual to systematise his/her experiences, highlighting strengths that are to be put into play during the job interview. Furthermore, the Video CV is professionally filmed and edited to provide top quality images and content. It is important for the Video CV to be of good quality otherwise it would risk being counterproductive. The participant may subsequently choose to send the Video CV together with a hard copy CV to potential employers.</p>	



5- APPENDIX

5.1-The standard approach to entering the job market via employment centres

The 13 employment centres provide citizens and businesses with information and guidance services relating to job opportunities and professional training courses, support in active job searches, preselection of personnel, accompaniment and assignment to apprenticeships and vocational training, assistance and support regarding the geographical and job mobility of workers in the EU through the EURES network, guidance counselling and well targeted placement for disabled workers, operation of the High-skill Employment, Olyjob, Wellness Sportelli Specialistici (specialist desks) for the matching of labour market needs in relation to high-skill jobs and specific job sectors, services for foreign workers with the support of cultural mediators, specialist consultancy services to companies regarding labour laws and job incentives.

PRESELECTION

Acceptance of the individual that is immediately available to work (Legislative Decree 181/2000)

Presentation of the services offered by the Employment Centre and extended analysis of issues related to employment;

Individual/group interview to highlight the candidate's abilities/attitudes and evaluate his/her level of labour market relevance and marketability;

Input of collected data into the **database** for the matching of **labour market needs**

Tools SILP *Sistema Informativo Lavoro Provinciale* (Provincial Employment Information System) database

MATCHING OF LABOUR MARKET NEEDS

Analysis of the positions sought by companies

Identification of the requirements for the database search and initiation of matching exercise

Individual and/or group interviews of candidates

Recommendation of names/curriculum vitae

The search may also be advertised externally [the *Bacheca Lavoro* (job noticeboard) website, newspapers, etc.] in order to receive **self nominations**.

Tools job vacancy flyer, the *Bacheca Lavoro* website, specialised media and industry periodicals

Text message campaign convening candidates, option for companies to perform independent online profile enquiries via the *CercaProfili* (Search Profiles) function.

JOB PLACEMENTS FOR THE DISABLED (Law 68/1999)

Analysis of company requirements and job vacancies

Assessment of compatibility between capacity to work/job skills and company requirements

Preselection and guidance interviews

Post-placement monitoring for individuals placed via other regional services (ASL, SERT, consortiums...)

Development of ad hoc job placement projects

Consultancy services and support to the individual in collaboration with other regional services (ASL, SERT, consortiums...) and to the company regarding relevant labour legislation and available incentives

Tools database (SILP), ad hoc projects (Regional Fund for the Disabled)



European Commission
DG Employment, Social Affairs and Inclusion



APPRENTICESHIPS AND VOCATIONAL TRAINING

Analysis of company requirements
Preselection of available candidates
Intermediation in the meeting between the company and the individual for the participation in the project
Conclusion of agreement for commencement of apprenticeships
Monitoring of programme with employment centre tutor
Consultancy services to the company for the assessment of the subsequent placement
Tools Agreement (Training project)

EURES European Employment Services

Service offered within all employment centres for the matching of labour market needs by facilitating geographical mobility throughout Europe. The Eures network assists companies operating in Italy and in other European countries by identifying needs, preselecting candidates (even linguistically), posting job vacancies on its European portal in real time.

SPECIALIST DESKS

Designed to facilitate the matching of labour supply and demand in specific economic sectors; Olyjob (tourism-hotels), Wellness (health and beauty), *Alte Professionalità* (high-skill employment).
On line with the 13 employment centres, **the *Alte Professionalità* specialist desk**, carries out major personnel recruitments at the top end of the recruiting market for professional profiles strategic to company development, thanks to a recruitment methodology involving a thorough analysis of the profile wanted and a personalised design of the selection process based on the specific requirements of the company.

SPECIALIST CONSULTANCY SERVICES FOR COMPANIES

Constantly updated 2nd level consultancy services to companies in regards to labour market legislation, **types of contracts**, benefits and incentives for hiring.
tools dedicated section on the home page of the www.provincia.torino.gov.it/lavoro institutional website, local informative meetings with the employment centres.





European Commission
DG Employment, Social Affairs and Inclusion



This publication is supported by the European Union Programme for Employment and Social Solidarity – PROGRESS (2007 – 2013).

The Programme is implemented by the European Commission. It was established to financially support the implementation of the objectives of the European Union in the employment, social affairs and equal opportunities area, and thereby contribute to the achievement of the Europe 2020 Strategy goals in these fields.

The seven – year Programme targets all stakeholders who can help shape the development of appropriate and effective employment and social legislation and policies, across the EU-27, EFTYA-EEA and EU candidate and pre-candidate countries.

For further information see: <http://ec.europa.eu/progress>

The information contained in this publication does not necessarily reflect the position or opinion of the European Commission.





ACTIONS PROTOCOL	Drafting:	
	Release date:	

N°	Activity tag	Activity description	Activity time and lasting	Involved actors	Direct beneficiaries	Output	Tools
1	Publicizing project activities to potential beneficiaries	<p>OBJECTIVES OF THE ACTION: to reach target group, sensitize and facilitate the access/arrival to PES</p> <p>Multimedia means (already available and/or specifically created) and institutions are used to diffuse project's contents in Ivrea PES area. Press releases supporting multimedia means are diffused.</p> <p>A project factsheet is given to people asking for information.</p> <p>Project is presented during plenary session at PES after ordinary or specific convocations.</p>	<p>1° release: 20th July – 12th September</p> <p>2° release: September</p> <p>3° e 4° releases: to be defined in accordance with PES total XX days of information highlight plenary 20/24/27 September 2012</p>	<p>project team</p> <p>Graphics</p> <p>Director</p> <p>Web designer</p>	<p>potential applicants belonging to the target</p>	<p>poster</p> <p>video</p> <p>Facebook page</p> <p>website</p> <p>experimentation factsheet</p>	<p>Facebook</p> <p>PES desk</p> <p>Opportunities Desk</p> <p>Local young Plan Desks</p> <p>SMS from PES to enrolled target group</p>
2	Online applications submission	<p>Interested applicant fill in the online application form with at least the following data:</p> <ul style="list-style-type: none"> ☞ Full name; ☞ residence; ☞ age; ☞ degree; ☞ presence of requirements; ☞ contact details (mobile). 			<p>Interested applicant</p>	<p>Application e-mail</p>	<p>e-mail</p> <p>pre-application form available on project website or EventBrite</p>



3	Applications submission at PES	<p>Interested applicants can go to:</p> <ul style="list-style-type: none"> ☞ Ivrea PES ☞ Opportunities Desk of Ivrea; ☞ Local Young Plan Desks (Caluso, San Giusto, San Giorgio...) <p>to meet dedicated operator who provides information about the project, and collects an application form that includes at least:</p> <ul style="list-style-type: none"> ☞ Full name; ☞ residence; ☞ age; ☞ degree; ☞ presence of requirements; ☞ contact details (mobile). 	☞	<ul style="list-style-type: none"> ☞ PES desk operator in charge of applications collection ☞ Project operator in charge of applications collection 	☞ Interested applicant	☞ Application form	☞ application form support in form filling by public desks
4	Applications collection	<p>OBJECTIVES: to reach the applications needed to guarantee the selection of 20 beneficiaries complying project's requirements.</p> <p>Applications submitted within foreseen deadline are collected in a summary list available to partners for selection assessment.</p>	☞ Applications deadline 27th September 2012	<ul style="list-style-type: none"> ☞ Project coordinator and Ivrea PES responsible ☞ PES desk operator in charge of applications collection ☞ Project operator in charge of applications collection 	☞ Interested applicants	☞ Applications summary	☞ applications synoptic file
5	Beneficiaries selection	<p>OBJECTIVE: to verify the compliance with project requirements and to reach at least 20 beneficiary plus other ten as reserves.</p> <p>Data declared by applicants during application are crossed with project requirements to verify their existence.</p> <p>PES project operator meet each applicant to deepen project contents and verify motivation.</p>	☞ 25 /26 September ☞ 1/ 5 October	☞ Ivrea PES operator	☞ Applicants	☞ Applicants' list	☞ Motivational individual interview card detecting motivation
6	Composition of		☞ Half October	☞ Ivrea PES	☞ Applicants	☞ Applicants' list	☞ E-mail



	applicants list for Development Center	The application acceptance is communicated to applicants having requirements and adequate motivation. Applicants not accepted are informed and convened at PES for information meeting about ordinary services offered. The following services are offered: focus group for active job search, guidance counselling on new labour contracts and actual or future projects. In case the minimum number of 20 candidates to Development Centre is not reached, 10 reserves are contacted following the ranking.		operator			☞ Phone call ☞ Service Pact
7	Re-opening applications collection	PES project operator meet each new applicant to deepen project contents and verify motivation.	☞	☞ Ivrea PES operator ☞ Project operator	☞ Applicants	☞ Applicants' list	☞ Motivational individual interview card detecting motivation
8	Service Pact signature	Admitted applicants are convened at PES by phone call to sig the Service Pact.	☞ 18 th October	☞ Ivrea PES operator	☞ Applicants enrolled in the project	☞ Service Pact signed	☞
9	Development Centre and skills evaluation	OBJECTIVE: assessment of transversal skills/attitudes of 20 beneficiaries, to structure the individual reinforcement project. Activity is organized in: ☞ focus group; ☞ individual interviews ☞ specific activities in special settings Beneficiaries are organized into two groups on the basis of homogeneous skills/attitudes.	☞ From 18 th to 24 th October ☞ 13 hours per beneficiary (individual and group activities)	☞ Development Center expert ☞ Ivrea PES operator ☞ Project operator	☞ Applicants	☞ Attendance register ☞ SILP database	☞ survey forms/grids
10	Meeting with project team	Projects's beneficiaries meet project team in plenary session. While signing project partnership is presented and european dimension of the project is valorized.	☞ 29/10/2012	☞ Project partners	☞ beneficiaries	☞ Meeting minute ☞ Attendance register	☞
11	Composition of list of reinforcement activities beneficiaries	Following Development Center results, the list f beneficiaries going on with the activities is defined. In case of applicants not considered as eligible for next activities, they are addressed to other opportunities offered by PES, such as: focus group for active job search, guidance counselling on new labour contracts and actual or future projects.	☞	☞ Development Centre expert ☞ Project team	☞ Beneficiary	☞ Applicants list	☞
12			☞	☞ Project team	☞	☞	☞



	Individuation of replacing applicants						
13	Individual skills reinforcement project definition	(see Development Center process)	☞	☞	☞	☞	☞
14	Sharing of individual project with beneficiary	(see Development Center process)	☞	☞	☞	☞	☞
15	Signature of Individual Action Plan (PAI) and starting of reinforcement activities	Individual Action Plan is presented and shared with the beneficiary. Beneficiary signs PAI and takes one copy of it.	☞	☞ Ivrea PES operator ☞ Project operator	☞ Beneficiary	☞ PAI	☞
16	Provision of skills reinforcement activities	See specific processes.	☞	☞	☞	☞	☞
17		Reinforcement activities monitoring is done through:	☞ September	☞ Ivrea PES	☞ Young people	☞ Meeting's	

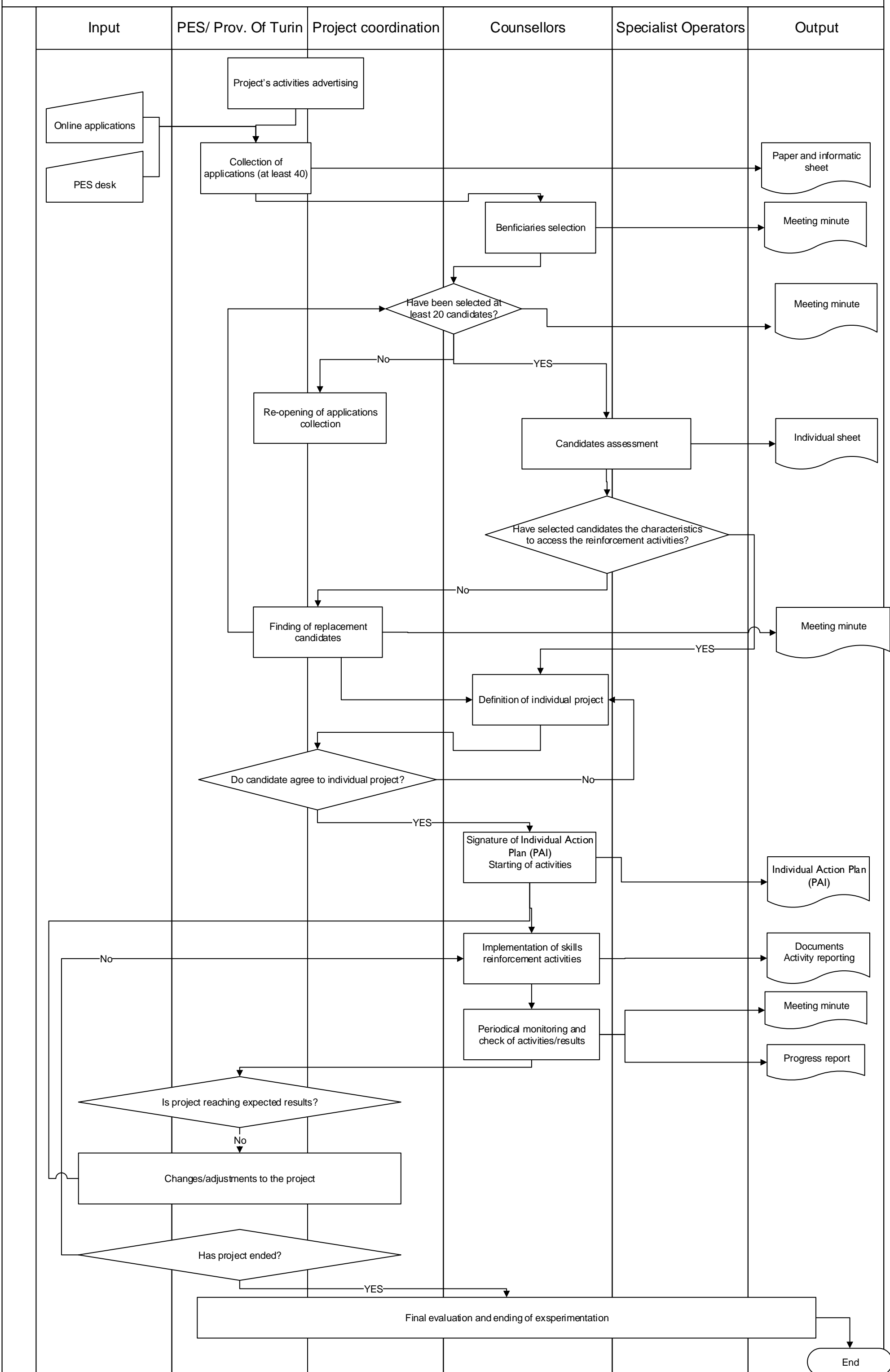


	<p>Periodical monitoring and check of activities and results</p>	<ul style="list-style-type: none"> ↙ Periodical meetings between project operator and beneficiary (on periodical basis or under request) to evaluate each reinforcement activity and the state of the art of the overall PAI; ↙ Periodical meetings among reinforcement activities expert, project operator and PES operator to evaluate the achievement of individual aims foreseen in PAI; ↙ Periodical meetings of project team to evaluate the effectiveness of reinforcement activities. <p>At the same time an evaluation of overall project results is done, through:</p> <ul style="list-style-type: none"> ↙ Evaluation of data released by involved organizations: the aim is to evaluate if a local network among enterprises, education and local work services has been constructed (as local services network is organized; new initiatives promoted; agreement form target inclusion and new organisation modalities in services); ↙ Comparative analysis of data collected through questionnaires, involving target group: the aim is to evaluate if any empowerment in target group is registered (n° of persons passing from Cv to skills portfolio, n° of persons finding a job, n° of persons attending training courses, n° of persons having job contact/interviews) ↙ Direct observation and interviews to target group and to trainers involved in project (to evaluate effects on target skills in comparison to entry assessment) <p>Furthermore an evaluation of overall project effectiveness is done, through:</p> <ul style="list-style-type: none"> ↙ Administration of specific tools to evaluate social process quality of project team ↙ Debriefing meetings with action learning methodology: group discussion, analysis of group's weakness and strengths and development plans. 	<p>2013</p> <p>↙ In itinere</p>	<p>operator</p> <ul style="list-style-type: none"> ↙ Project operator ↙ Reinforcement activities expert ↙ Project partners ↙ Evaluators <p>↙ Evaluators</p>	<p>participating in the project</p> <ul style="list-style-type: none"> ↙ Stakeholders <p>↙ Young people participating in the project</p> <ul style="list-style-type: none"> ↙ Stakeholders <p>↙ Management Board</p>	<p>minutes</p> <p>↙ Quantitative and qualitative synthesis reports</p> <p>↙ Qualitative synthesis report</p>	<ul style="list-style-type: none"> ↙ Questionnaires ↙ Interviews ↙ Direct observation <p>↙ Participant observation/group discussion</p> <ul style="list-style-type: none"> ↙ Questionnaires on project team quality satisfaction ↙ Monitoring forms on project's actions effectiveness ↙ Individual and group interviews
18	<p>Effectiveness evaluation of</p>	<p>Any deviation from project objectives is managed by responsible</p>	<p>↙</p>	<p>↙ Ivrea PES operator</p>	<p>↙</p>	<p>↙ Meeting's minute</p>	<p>↙</p>



	experimentation activities	operators and adjustment interventions are evaluated.		<ul style="list-style-type: none"> ☞ Project operator ☞ Reinforcement activities expert ☞ Project partners 			
19	Changes and review to experimentation e	Adjustment interventions are realised by responsible operators	☞	<ul style="list-style-type: none"> ☞ Ivrea PES operator ☞ Project operator ☞ Reinforcement activities expert ☞ Project partners 	☞ Young people participating in the project	☞	☞
20	Final evaluation and closing of experimentation	<p>The following elements are evaluated:</p> <ul style="list-style-type: none"> ☞ Increase in beneficiaries' transversal skills/attitudes through final Development Centre final activities ☞ Reinforcement activities' effectiveness according to individual growth aims, through evaluation and reprocessing meetings with beneficiaries and between experts and project team; ☞ Beneficiaries' satisfaction in relation to experimentation activity, through meetings and specific questionnaires; ☞ l'inserimento lavorativo/ la ripresa di un percorso formativo dei beneficiari; ☞ transferability/applicability of experimentation actions taken into account the context in which they have been developed, through meetings between experts and project team. 	☞	☞ All	☞	<ul style="list-style-type: none"> ☞ Meeting's minute ☞ Satisfaction questionnaires 	☞

General Project Process





European Commission
DG Employment, Social Affairs and Inclusion



ACTIONS PROTOCOL	Drafting:	
	Release date:	
OVERALL PROJECT		
INFORMATION DIFFUSION PROCESS		

N°	Activity tag	Activity description	Activity time and lasting	Involved actors	Direct beneficiaries	Output	Tools
1	Communication campaign, aimed at involvement of experimentation beneficiaries , goals and recipients setting	Key objectives of information process are defined: awareness and involvement of target in the experimentation, dissemination of experimentation results to professional community and stakeholders. The activities include: ☞ target analysis ☞ building of multi-subject and multi tool communication campaign	☞ 1 month	☞ S&T ☞ Project partners ☞ Communication experts	☞ partners	☞ Document	☞ meetings ☞ e-mail
2	Communication campaign's contents and means definition	Definition of: ☞ messages ☞ stories/settings of campaign subjects ☞ blog structure and contents Tools are evaluate and selected on the basis of expected effectiveness.	☞ 2 months	☞ S&T ☞ Communication experts	☞ partners	☞ Communication Campaign draft	☞ meetings ☞ e-mail
3	Sharing of communication campaign	Campaign materials are diffused to partners.	☞ 1 month	☞ S&T ☞ Project partners	☞ partners	☞ Meeting's minute ☞ E-mail	☞ meetings ☞ e-mail
4	Evaluation and validation of communication campaign	Comments and observations are collected to integrate and modify the campaign.	☞ 1 month	☞ S&T ☞ Project partners	☞ partners	☞ Meeting's minute ☞ Communication Campaign integrated and/or corrected	☞ meetings ☞ e-mail
5	Communication tools realisation	☞ Blog realisation ☞ Videos recording ☞ Posters and card layout using video subjects 5 videos are foreseen: ☞ 2 opening ☞ 3 during project (of which 1 realised directly by young people participating in the project)	☞ 1 month	☞ S&T ☞ Web designer ☞ Communication experts	☞ Target group	☞ "Beta" version of informatics tools ☞ Drafts of paper tools	☞ e-mail





6	Sharing of specific communication tools and their contents	Link to blog beta version is sent. Videos and paper materials drafts are sent.	↻	↻ S&T ↻ Project partners	↻ partner	↻ e-mail	↻ e-mail
7	Evaluation and validation of tools	Comments and or observations are collected. Tools are integrated and modified if needed.	↻ 15 days	↻ S&T ↻ Project partners	↻ partner	↻ “Beta” version of informatics tools corrected ↻ Drafts of paper tools corrected	↻ meetings ↻ e-mail
8	Online publication of digital communication tools	Blog animation on project website start. Facebook page is activated and animated. The first video is charged on YouTube. Web tools animation by participants are described in a dedicated process.	↻ 15 days	↻ S&T	↻ Target group	↻ website/Blog on internet ↻ Video on YouTube channel ↻ Facebook Page	↻ internet
9	Paper communication materials production	Cards and posters 1°and 2° subject are printed.	↻ 7days	↻ S&T	↻ Target group	↻ Posters ↻ Cards ↻ Press releases	↻
10	Paper communication materials diffusion	Posters are posted up. Cards are distributed in all Municipalities of IVREA PES competence area	↻ 15 days	↻ S&T ↻ Project partners ↻ Municipalities of IVREA PES competence area	↻ Target group	↻ Posters ↻ Cards ↻ Press releases	↻
11	Information about project catching	Interested young people catch information about the project through implemented tools	↻	↻	↻ Target group	↻	↻
12	Evaluation of interest in the project	Interested young people choose to enroll in the project	↻	↻	↻ Target group	↻	↻
13	Evaluation of registration modalities	Interested young people choose the preferred registration modality: ↻ paper registration or ↻ online registration on Eventbrite Modalities and tools for enrollment are previously defined by project team.	↻ 7days	↻	↻ Young people interested in the project	↻ Registration form	↻ word ↻ internet



14	Registration to the project via telematics	Using links to EventBrite dedicated page on blog and Facebook, interested young people can register to the project	↳ 2 months	↳	↳ Young people interested in the project	↳ registration form filled in on EventBrite system e-mail to S&T registrations summary file e-mail confirming registration to young people	↳ EventBrite excel
15	Access to territorial information desks	Interested applicants can go to: ↳ Ivrea PES ↳ Opportunities Desk of Ivrea; ↳ Local Young Plan Desks (Caluso, San Giusto, San Giorgio...) to meet dedicated operator who provides information about the project, and collects an application form that includes at least: ↳ Full name; ↳ residence; ↳ age; ↳ degree; ↳ presence of requirements; ↳ contact details (mobile)	↳ 2 months	↳ PES desk operators	↳ Young people interested in the project	↳	↳
16	Registration to the project via face to face	Applicant fills in the application form at the desk	↳ 2 months	↳ PES desk operators	↳ Young people interested in the project	↳ registrations summary file	↳ excel
17	Collection and processing of received applications	An excel database including all received applications is realised.	↳	↳ S&T	↳ Registered young people	↳ registrations summary file	↳ excel
18	Applications summary file transmission to partners responsible for assessment	Applicants excel database is sent to assessment responsible.	↳	↳ S&T ↳ Project partners	↳ partner	↳ registrations summary file	↳ excel
20	Carrying on of activities foreseen in Communication Plan	Video/poster and cards 3°, 4° e 5° subject are realised and diffused.	↳ 9 months	↳ S&T ↳ informatics transversal skills reinforcement ↳ trainers	↳ Registered young people stakeholders	↳ various communication materials	↳ internet



European Commission
 DG Employment, Social Affairs and Inclusion

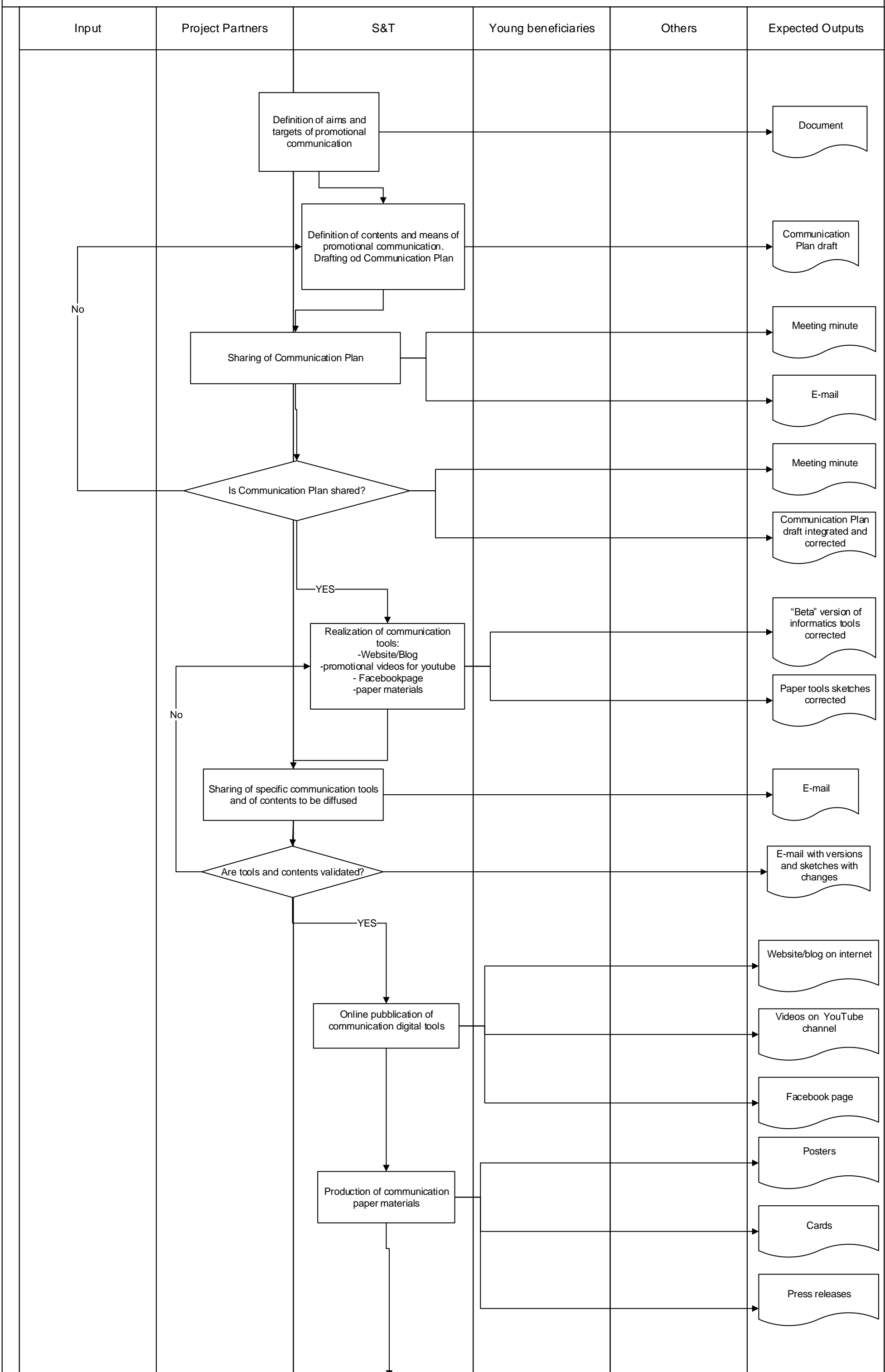
YESME

YOUNG EMPLOYMENT
 SYSTEM FOR
 MOBILITY IN EUROPE

21	Periodic updating of paper and informatics communication tools	Participants carry on blog and Facebook page updating and animation (see web animation process).	↙ 9 months	↙ S&T ↙ Communicati on experts	↙ Young people involved in informatics transversal skills reinforcement activities	↙ website/Blog on internet ↙ Video on YouTube channel ↙ Facebook Page	↙
22	Final workshop for results and good practices diffusion	XXXXXXXXXXXXXXXXXXXX	↙	↙	↙	↙	↙



Process «Information diffusion»





ACTIONS PROTOCOL	Drafting:	
	Release date:	
OVERALL PROJECT		
DEVELOPMENT CENTER PROCESS		

N°	Activity tag	Activity description	Activity time and lasting	Involved actors	Direct beneficiaries	Output	Tools
1	Training of PES operators involved in selection process	Objective: to define basic needed skills / attitudes; to explore motivating factors; to prepare an interview grid on the basis of foreseen skills and key questions to analyze motivation. Starting from key competencies considered necessary for participation in the programme a trace of semi-structured interview is defined, to help the selector in identifying skills / attitudes owned by applicant. Skills / attitudes are measured through a selection board in which a numerical value will be given to each skill / attitude detected. During the meeting the interview grid is discussed too.	↪ 6th September 2012	↪ Assessment expert	↪ PES desk operator in charge of applications selection	↪ Evaluation form shared ↪ interview grid	↪
2	Individual meeting to present project in depth	Applicant is convened at PES to be informed about project and services offered by PES. Registration in unemployment list is made if needed.	↪	↪ project referent in PES	↪ interested applicant	↪	↪
3	Confirmation of admittance of the applicant at the project	Following information collected in meeting, applicant confirm his will to participate in project's activities.	↪	↪ PES desk operator in charge of applications collection	↪ interested applicant	↪ registration form enrolment in PES	↪ SILP (database)
4	Selection interviews of applicants	Applicant is interviewed by PES to collect preliminary data: ↪ registry; ↪ training career; ↪ work status ↪ motivational needed to complete enrolment.	↪	↪ PES desk operator in charge of applications collection	↪ Applicants	↪ Selection form filled in	↪ Selection form



5	Selection interviews results analysis	Interview results are analyzed according to project requirements.	↺	↺ project referent in PES ↺ project partners;	↺	↺ Meeting minute	↺ Selection form ↺ Meeting
6	Evaluation of selected applicants' skills/attitudes level	Applicants meeting project requirements are admitted to project activities. Applicants not accepted are contacted and informed about the results and other opportunities offered by PES.	↺	↺ project referent in PES ↺ project partners;	↺ Applicants	↺ Applicants list confirmed ↺ enrolment in PES	↺ SILP (database)
7	Signature of Service Pact	Admitted applicants are convened at PES by phone call to sign Service Pact.	↺	↺ project referent in PES	↺ Applicants	↺ Service Pact signed	↺ Individual interview
8	Drafting of auto-evaluation questionnaire (for assessment)	Drafting of a basic questionnaire to be used by operators conducting assessment, useful to understand how participants feel themselves	↺	↺ Assessment expert	↺	↺ (Auto) evaluation questionnaire (for assessment)	↺
9	Administration of auto-evaluation questionnaire (for assessment)	During assessment a questionnaire is administrated (max compiling time 30 min.)	↺	↺ Assessment expert	↺ Beneficiary	↺ (Auto) evaluation questionnaire (for assessment) filled in	↺ Assessment methodologies ↺ (Auto) evaluation questionnaire (for assessment)
10	Group assessment	Objective: to evaluate skills/attitudes of potential beneficiaries and their self-awareness in order to understand skills to be reinforced and attitudes on which to rely during next training phase. The activity is divided into: ↺ Division into two homogeneous groups of potential beneficiaries and administration of the self-assessment questionnaire after illustration of the process in which they will be involved. ↺ Presentation in plenary session in front of other potential beneficiaries by talking about themselves and to make clear the motivation driving them to participate in the project and their expectations. ↺ Group dynamic: discussion on a given topic, leading group to develop a shared solution at the end of a fixed time. ↺ Compilation of a feedback card on what expressed within the group dynamic. Auto and hetero-assessment of the other applicants to understand the level of awareness of context.	↺	↺ Assessment expert	↺ Beneficiaries	↺ Auto check registration ↺ role play form	↺ Role Play sketch ↺ Role Play form ↺ Auto check

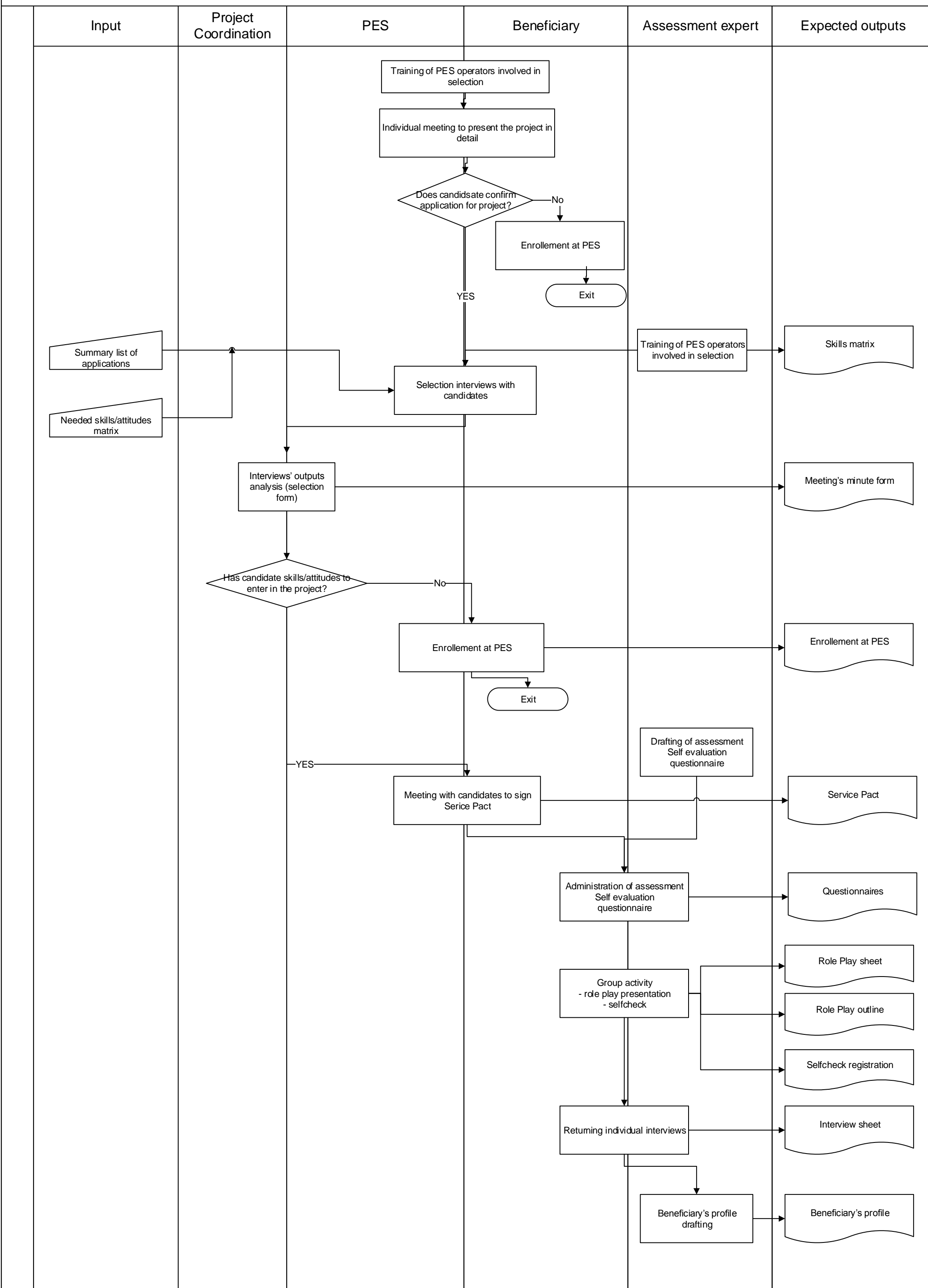


11	Individual interviews giving back assessment results	Objective: to give to each participant a feedback in order to reinforce their skills and to valorise their attitudes with particular emphasis on teamwork.	☞	☞ Assessment expert	☞ Beneficiary	☞ interview form filled in	☞ interview form
12	Drafting of beneficiary profile	The profile contains information useful for the trainers in charge of improving participants skills / attitudes in the later stages. The profile highlights strengths to be valorized and areas for improvement on which to act. Particular emphasis is placed on self-perception in order to work in conjunction with the context analysis.	☞	☞ Assessment expert	☞	☞ Beneficiary's profile	☞
13	Evaluation of selected applicant profile adequacy	On the basis of assessment and individual interviews 20 beneficiaries are selected. Only applicants presenting strong characteristics contrasting with project aims and potentially risky for further training are not admitted.	☞	☞ project referent in PES ☞ Project Partners ☞ Assessment expert	☞	☞ Admitted applicants list ☞ enrolment in PES	☞ SILP (database)
14	Sharing of beneficiary profile	Meeting with project operators and trainers for sharing and returning assessment and individual interviews findings and presenting individual profile cards.	☞	☞ project referent in PES ☞ Project Partners ☞ Assessment expert ☞ Trainers	☞	☞ Beneficiary's profile ☞ Meeting minute	☞ e-mail meeting
15	Drafting of individual project (PAI Individual Action Plan)	At the end of Development Center data needed to plan reinforcement activities are available. Data needed for Individual Project definition consist of: ☞ individual skills / attitudes ☞ expectations and objectives expressed by the beneficiary ☞ reinforcing opportunities foreseen by the project On the basis of these data, the project referent in PES proceeds to: ☞ Definition of objectives: it consists in clarifying and detailing the general and specific objectives, referred to each beneficiary, to be pursued through the implementation of planned activities and processes; ☞ Reinforcement activities planning , including: ○ Skills reinforcing activities to be chosen among those specified in the project. In particular: ▪ theatre for psychosocial training and sensibilisation ▪ management activities of web	☞	☞ project referent in PES	☞	☞ Individual Project drafted	☞

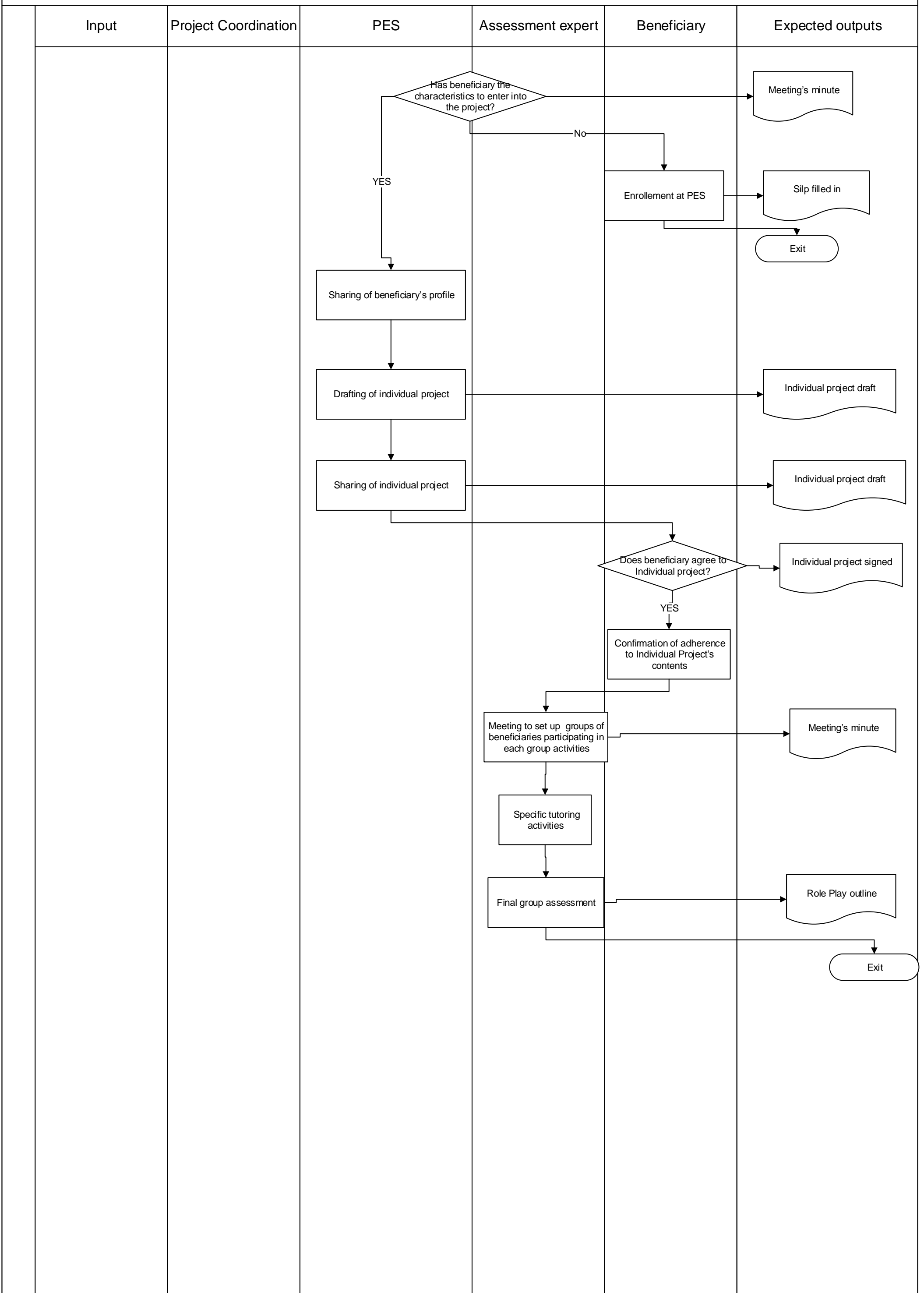


		<ul style="list-style-type: none"> ▪ communication ▪ civil service volunteer programme - CSV ▪ personal wellbeing ▪ traineeship in companies <ul style="list-style-type: none"> ○ Times and lasting of reinforcement activities <p>↪ Introduction and orientation to other reinforcement opportunities for, such as training:</p> <ul style="list-style-type: none"> ○ providing tools for active research; ○ evaluating opportunities; ○ supporting the activation of opportunities. 					
16	Sharing of individual project (PAI Individual Action Plan)	PAI is shared with the beneficiary, highlighting the relationship between proposed activities and foreseen objectives.	↪	↪ project referent in PES	↪ Beneficiary	↪ Individual Project drafted	↪ interview
17	Adhesion to Individual Project contents confirmation	Beneficiary formal adherence to PAI is requested, with commitment to implement planned actions and respect project rules on the basis of mutual trust.	↪	↪ project referent in PES	↪ Beneficiary	↪ Individual Project signed	↪ interview
18	Meeting to organise beneficiaries in groups to participate in specific reinforcement activities	(see reinforcement activities provision)	↪	↪ project referent in PES	↪ Beneficiary	↪ Participants in specific activities list	↪
19	Specific reinforcement activities	(see reinforcement activities provision)	↪	↪ Specific expert	↪ Beneficiaries	↪ Specific reports	↪
20	Final group assessment	Returning in front of group what learned during the project. Final role play aiming to evaluate post-intervention skills.	↪ at the end of June 2013	↪ Assessment expert	↪ Beneficiaries	↪ Role Play form	↪ Role Play sketch ↪ Role Play form

Process «Development center»



Process «Development center»

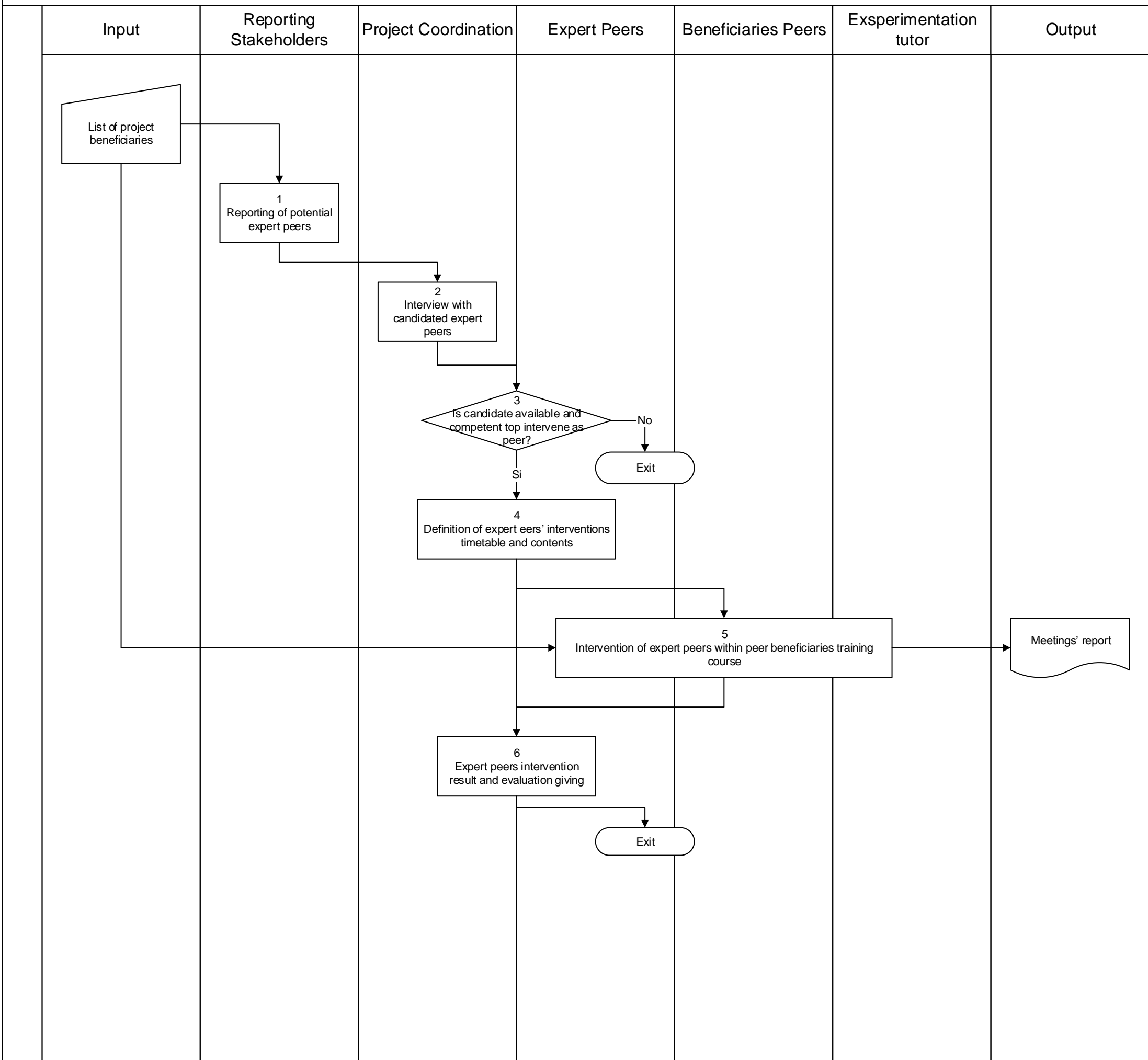




ACTIONS PROTOCOL	Drafting:	
	Release date:	
	OVERALL PROJECT	
PEER ACTIVITIES PROCESS		

N°	Activity tag	Activity description	Activity time and lasting	Involved actors	Direct beneficiaries	Output	Tools
1	Reporting of potential experienced peers	Project partners contact by phone the stakeholders participating in interviews to companies to verify the possibility to report names and contact information of young people to be involved in peer phase	↪ 1 day	↪ Project Stakeholders ↪ Project Coordinator	↪ Operative project partners	↪ Peers list	↪ List of companies participating in interviews
2	Introducing interviews with reported experienced peers	Persons provided by stakeholders are contacted by telephone to assess the willingness to make an intervention within beneficiaries training activities in order to tell and transmit their stories and personal experiences.	↪ Individual phone calls lasting 15 minutes ↪ Activity lasting depending on the number of names indicated by stakeholders	↪ Project Coordinator	↪ Experienced Peer	↪ Definitive Peers list	↪ Peers Registry form
3	Evaluation of reported experienced peer in terms of availability and competence	Personal paths of peers providing their willingness to participate are analysed and their consistency with intervention in beneficiaries training is assessed. The availability of each peer is acquired in terms of days and hours in which to perform the intervention.	↪ 1 day	↪ Project Coordinator	↪ Experienced Peer	↪ List of names suitable for carrying out interventions	↪ Interview Report
4	Definition of experienced peers interventions timetable and contents	Available and consistent Peers are re-contacted and, on the basis of beneficiaries training activities planning, timing and contents of each intervention are defined.	↪ ½ day	↪ Project Coordinator	↪ Experienced Peer	↪ Interventions timetable	↪ Training calendar ↪ Intervention trace scheme
5	Experienced peers intervention during beneficiaries peers training	Peers intervene in plenary meetings at the presence of all the group of beneficiaries, telling their personal and working experience and making themselves available for the activities proposed to / from the group involving them directly.	↪ Overall 2 hours for each intervention	↪ Experienced Peers Project Coordinator	↪ Beneficiaries Peers	↪ Beneficiaries satisfaction questionnaire	↪ Presences register ↪ Questionnaire form
6	Experienced peers intervention evaluation	At the end of the intervention an immediate return to peer involved is given and stakeholders reporting peers are re-contacted to give them a feedback path.	↪ ½ day	↪ Project Coordinator	↪ Project Stakeholders	↪ Evaluation report	↪ Satisfaction questionnaire

Process «PEERS»





ACTIONS PROTOCOL	Drafting:
OVERALL PROJECT	Release date:
PROCESS SELF EMPLOYMENT	

N°	Activity tag	Activity description	Activity time and lasting	Involved actors	Direct beneficiaries	Output	Tools
1	Training contents definition	Composition of beneficiaries groups according to Individual Action Plans (PAI). Course sharing and goal setting with experts. Definition of training topics. Activities scheduling.	↻ 2 hours	↻ Experts ↻ Project operators ↻ Project team	↻ Candidates	↻ Activities timetable	↻ Intervention plan
2	Classroom training provision	Training contents are: 1. <u>Active guidance on entrepreneurship</u> and different types of enterprise issues : • The Entrepreneur • The Business idea • The different types of enterprise • The services and support desks to enterprise creation (MIP, etc ...) 2. <u>Simulation of co-operative enterprise</u> , the course contains three steps broken down as follows: • 1st meeting: ○ presentation of course and activities ○ creation of a cooperative enterprise (requirements relating to the setting-up, name and logo, purpose, object, shareholders' assembly, board, organization chart, goals and vision • 2nd meeting: ○ simulation of an activity / service ○ definition of activity / service / case to be simulated and of objectives, division into subgroups and assignment of tasks / areas and functions, work sharing. ○ evaluation of activity • 3rd meeting ○ Drafting of basic Business Plan ○ Definition of professional profiles 3. <u>Experiences of success</u> : witnesses.	↻ 4 hour (max group of 10) ↻ 9 hours total in 3 meetings of 3 hours (max group of 10) ↻ 2 hours in plenary	↻ Expert ↻ Expert ↻ Entrepreneur	↻ Candidates	↻ Slides ↻ Training materials	↻ Gioca impresa ↻ Simulations ↻ Moderated Round Table
3		In relation to the proposed activities the following topics are evaluated:	↻ At the end of	↻ Expert	↻ Candidates	↻ Evaluation	↻ Satisfaction



European Commission
 DG Employment, Social Affairs and Inclusion

YESME

YOUNG EMPLOYMENT
 SYSTEM FOR
 MOBILITY IN EUROPE

	Training effectiveness evaluation	<ul style="list-style-type: none"> ↳ self-employment skills of each candidate in order to guide a subsequent path to accompany the creation of enterprise ↳ transversal key skills / attitudes 	course	↳ Project operators		<ul style="list-style-type: none"> ↳ questionnaire report ↳ Co-operative enterprise project 	<ul style="list-style-type: none"> ↳ questionnaire ↳ Key skills / attitudes Self-evaluation
--	--	--	--------	---------------------	--	---	---





ACTIONS PROTOCOL	Drafting:	
	Release date:	
OVERALL PROJECT		
EFFECTIVE SELF PROMOTION PROCESS		

N°	Activity tag	Activity description	Activity time and lasting	Involved actors	Direct beneficiaries	Output	Tools
0	Preliminary phase	Meet with tutor and a career guidance expert to share: <ul style="list-style-type: none"> ↳ guidance process to be taken by each participant ↳ methodological aspects ↳ aims ↳ preparatory stages to Video CV realisation 	↳ 4h	↳ Expert ↳ Tutor	↳ tutor	↳ process shared	↳ meeting
1	Individual history reconstruction for CV	The relevant elements needed to draft a CV European format are highlighted in the following areas: <ul style="list-style-type: none"> ↳ applicant's individual history; ↳ applicant's educational and vocational training; ↳ applicant's (if any) work career. The CV in european format is drafted.	↳ 4h	↳ Expert	↳ Applicant	↳ Paper EU CV	↳ Structured interview
2	Effective communication training	Contents about the following topics are given: <ul style="list-style-type: none"> ↳ Communication principles; ↳ Active listening modes; ↳ Assertive behaviour. 	↳ 8 h for group (max 10 people)	↳ Expert	↳ Applicants	↳	↳
3	Meetings with key players	Participants meet: <ul style="list-style-type: none"> ↳ entrepreneurs; ↳ Human Resources Managers; particularly successful / interesting, in order to give to young people direct evidence on: <ul style="list-style-type: none"> ↳ expectations ↳ requests from companies for workers considered more "employable" for them and in actual labour market.	↳ 4 h for group (max 10 people)	↳ entrepreneurs ↳ human resources managers	↳ Applicants	↳ Meeting recording	↳ Moderated roundtable



4	Video CV	<p>Applicant's Video Cv is realised. The planned activities are:</p> <p><u>preparatory phase</u></p> <ul style="list-style-type: none"> ↳ enhancement of skills, abilities, characteristics, educational and professional experiences, interests, personal availability (in a small group); ↳ definition of contents to be included in the video ↳ presentation of recording scheme by watching a VideoCV ↳ structuring of presentation for each participant ↳ video recording simulation test <p><u>recording phase</u></p> <ul style="list-style-type: none"> ↳ video recording of preparatory work with tutor ↳ video recording ; ↳ video editing. <p>VideoCV resume will be sent to each participant so that he/she can forward it together with the paper Cv, in addition to be a tool used by PES.</p> <p>An authorisation for the use of the Vide CV by project team or PES is signed.</p>	<ul style="list-style-type: none"> ↳ 4h preparation ↳ 3h recording in little group (max 5 people) 	<ul style="list-style-type: none"> ↳ Expert ↳ Tutor ↳ Film technician 	<ul style="list-style-type: none"> ↳ Applicants 	<ul style="list-style-type: none"> ↳ Video CV 	<ul style="list-style-type: none"> ↳ Guidance schemes ↳ VideoCV grid ↳ Projector ↳ VideoCV example ↳ Cameras
5	Mock interview simulation	<p>A mock job interview is simulated, in order to familiarize the applicant with the techniques and the "climate" of carrying out. They proceed to:</p> <ul style="list-style-type: none"> ↳ define the setting and the rules of the interview; ↳ perform the simulation, at the presence of the conductor, the applicant and a "silent observer"; ↳ assess the carrying on of the interview highlighting: <ul style="list-style-type: none"> ○ problems; ○ difficult situations; ○ strengths. 	<ul style="list-style-type: none"> ↳ 4 h for group (max 5 people) 	<ul style="list-style-type: none"> ↳ Expert 	<ul style="list-style-type: none"> ↳ Applicant 	<ul style="list-style-type: none"> ↳ Report 	<ul style="list-style-type: none"> ↳ Simulation
6	Self promotion skills evaluation	<p>In relation to companies identified as willing to accept trainees (see activities "scouting companies"), the self-promotion skills of each applicant are evaluated in order to effectively guide the "matching" between trainee and company.</p>	<ul style="list-style-type: none"> ↳ 	<ul style="list-style-type: none"> ↳ Team ↳ Project operator 	<ul style="list-style-type: none"> ↳ 	<ul style="list-style-type: none"> ↳ Meeting minute 	<ul style="list-style-type: none"> ↳



European Commission
DG Employment, Social Affairs and Inclusion



ACTIONS PROTOCOL	Drafting:	
	Release date:	
	OVERALL PROJECT PROCESS WELLBEING	

N°	Activity tag	Activity description	Activity time and lasting	Involved actors	Direct beneficiaries	Output	Tools
1	Candidate's wellbeing level evaluation		☞	☞ Project team ☞ Social theatre expert	☞ Candidate	☞ Meeting minute	☞
2	General training on wellbeing	☞ Contents are: ☞ diet and health ☞ clothing ☞ makeup ☞ self introduction style ☞ well being and life styles	☞ 2 meeting of ☞ 3 hours each	☞ Medical expert ☞ Beautician expert ☞ Hairdressing expert ☞ Image expert	☞ Candidates	☞ Self esteem increased	☞ Slides ☞ Videos ☞ Specific technical tools
3	Individual need analysis	☞ Presentation and changing need	☞ See above	☞ Expert	☞ Candidate	☞	☞
4	Customized counselling on need	☞ Individual counselling	☞ See above	☞ Expert	☞ Candidate	☞	☞
5	Photo shoot preparation	☞ Makeup and hairstyle (if requested)	☞ 1 hour	☞ Expert ☞ Photographer	☞ Candidate	☞	☞ Technical tools
6	Photo taking for paper CV	☞ Photo set	☞ 2 hours	☞ Photographer	☞ Candidate	☞ Photo	☞ Technical tools





ACTIONS PROTOCOL	Drafting:
OVERALL PROJECT	Release date:
APPRENTICESHIPS ACTIVATION PROCESS	

N°	Activity tag	Activity description	Activity time and lasting	Involved actors	Direct beneficiaries	Output	Tools
1	Reinforcement individual project analysis and definition of company profile for matching	Individual Project is examined in order to detect characteristics of companies that could host the trainee. In particular, we define: ↳ the type of job (manual, or executive); ↳ the product sector; ↳ the characteristics of the context in relation to the individual constraints (relational and performance demands of the job and the environment, accessibility, etc ...)	↳	↳ Case Manager ↳ PES operator	↳	↳	↳
2	Search of companies with tasks consistent to reinforcement individual project	Based on the criteria identified, companies adapted to host beneficiaries are searched. The activities consist of: ↳ Identifying companies (within the target indicated by PES or within partners' database). The selection is based both on the characteristics of the company (which must present duties compatible with the skills identified in the candidates), and the geographical location, to facilitate the mobility of the candidates. <i>The company must not have ongoing staff reductions or suspensions, as foreseen by regulations on internships.</i>	↳	↳ PES operator	↳	↳ List of companies	↳ SILP (database)
3	Presentation to companies of involvement in project proposal	The selected companies are contacted by phone or mail for ↳ Presentation of project contents ↳ Involvement of companies. Willingness of company to be hosting seat is acquired, with the scheduling of a meeting in order to deepen and refine the presentation of the contact On the occasion of the meeting with company we also proceed to: ↳ Company rating. Relevant data for entry are acquired, such as: ○ expectations and demands on the worker ○ nature of the business environment and characteristics of the job ○ outcome of any previous entries	↳	↳ Case manager ↳ PES operator	↳	↳ List of companies	↳ Phone call ↳ E-mail



4	Company adhesion to project	Company's adherence to the project is enshrined in the filling in by company of the PES model "Application request." The "Application request" is taken over by the PES, that after a "pre-matching", prepare candidate's presentation form (one or more depending on the number of candidates with profile compatible with the requirements given in "Application Request"). This form of presentation is then sent to the company in preparation for the interview.	☞	☞ Case Manager ☞ PES operator	☞ Company manager	☞ Application Request	☞ Meeting
5	Preparation of applicant for interview in company	(See Effective Self promotion Process)	☞	☞ Case Manager ☞ PES operator	☞ Applicant	☞ Video CV ☞ CV in european format	☞ Simulation
6	Presentation of applicant to company and evaluation of job entry task	After candidate presentation form also Video CV, prepared in the previous step ("effective self-promotion process ") is sent to company. Following the candidate may be accompanied in the company, for the presentation of environment and task.	☞	☞ Case Manager ☞ PES operator	☞ Applicant ☞ Company manager	☞ Meeting minute	☞ Meeting
7	Introducing interview	The interviews between candidate and company is held; upon request the case manager attend to interview as observer and communication facilitator.	☞	☞ Case Manager	☞ Applicant ☞ Company manager	☞	☞ Interview face to face
8	Evaluation of requirements for applicant job entry presence	Company with support by Case Manager if needed, examine the compatibility of the candidate with its organization and needs. In case of inability of the candidate, an interview with a new candidate is scheduled.	☞	☞ Case Manager	☞ Applicant ☞ Company manager	☞ Meeting minute	☞ Meeting
9	Evaluation of specialist vocational training needed for job entry	Need for any specialized training in preparation for the performance of specific duties is assessed. If candidate does not require introductory training, activity 12 is started.	☞	☞ Case Manager	☞ Applicant ☞ Company manager	☞ Meeting minute	☞ Meeting
10	Definition of training proposal with vouchers	Depending on candidate training needs, and on training proposals available in the catalogue, subject to the compatibility of the training activities with the times of the internship, training course best suited to the need of the trainee can be activated, if funds needed are available.	☞	☞ Case Manager ☞ PES operator	☞	☞ Meeting minute ☞ Training Voucher	☞ Meeting



11	Provision of training available in catalogue	Training is delivered according to the contents of the catalogue. A support function to beneficiary is foreseen, in order to "connect" the received training to the needs of the internship.	☞	☞ Case Manager ☞ PES operator ☞ Training Agency	☞ Beneficiary	☞ Classroom register	☞
12	Preparation of documentation needed for internship activation	Documents necessary for internship activation are prepared: ☞ Activation request from the company; ☞ Internship Agreement between the Province of Turin and the Company; ☞ Internship project	☞	☞ Case Manager ☞ PES operator	☞	☞ Internship activation request ☞ Internship agreement	☞
13	Signature of documentation needed for internship activation	Documents: ☞ Activation request ☞ Agreement ☞ Internship project are signed by: ☞ Company ☞ Implementing actor ☞ Trainee ☞ PES	☞	☞ Case Manager ☞ PES operator	☞ Beneficiary ☞ Company manager	☞ Internship activation request ☞ Internship agreement	☞ Meeting
14	Working activity in internship	On the basis of internship project, the user carries out training and guidance activities within the company. The Case Manager conducts tutoring towards the trainee during the internship and will be in contact with company's tutor and management. In particular, all measures are put in place to support: ☞ The integration within the organization (hierarchy, rules, etc ...); ☞ The learning of the job; ☞ The construction of the network of relationships between the trainee and his/her colleagues and chiefs The training period varies between a minimum of 3 months to a maximum of 6 months.	☞	☞ Case Manager	☞ Trainee	☞ Hours sheet per month	☞ Work in company



15	Periodical monitoring of internship activities	<p>During internship all relevant elements emerged during production, are collected, such as data produced in the process, particularly those relevant since chosen as indicators of evaluation at the planning stage.</p> <p>By way of example:</p> <ul style="list-style-type: none"> ↳ Qualitative elements: motivation and commitment, productivity, quality of relationships, learning, etc ... ↳ Quantitative elements: hours of presence / absence, punctuality, disciplinary measures, productivity measures, etc ... 	↳	↳ Case Manager	↳ Applicant ↳ Company manager	↳ Meeting minute ↳ PES evaluation form ↳ Self-evaluation key skills and attitudes	↳ Meeting
16	Evaluation of reinforcement in internship effectiveness	<p>The elements detected by monitoring are assessed by Case Manager, if possible sharing with company and user himself; on the basis of this evaluation any change to the project is decided.</p> <p>The documents used for recording of monitoring are:</p> <ul style="list-style-type: none"> ↳ PES Evaluation Form ↳ Auto-evaluation key skills and attitudes 	↳	↳ Case Manager	↳ Applicant ↳ Company manager	↳ Meeting minute ↳ PES evaluation form ↳ Self-evaluation key skills and attitudes	↳ Meeting
17	Evaluation of further specialist vocational training to support job entry	<p>The need for any specialized training as support / integration to the internship is evaluated.</p> <p>If candidate does not need training, activity 22 is started.</p>	↳	↳ Case Manager ↳ PES operator	↳	↳ Meeting minute	↳ Meeting
18	Definition of training proposal with vouchers	<p>Depending on training needs of candidate and proposed training voucher in the catalogue, according to the compatibility of training activities with internship timing, the training best suited to trainee's is activated.</p>	↳	↳ Case Manager ↳ PES operator	↳	↳ Meeting minute ↳ Training Voucher	↳ Meeting
19	Provision of training available in catalogue	<p>Training is provided according to the contents of the catalogue. Beneficiary is supported to "link" received training to internship needs.</p>	↳	↳ Case Manager ↳ PES operator ↳ Training Agency	↳ Trainee	↳ Classroom register	↳
20	Evaluation of other reinforcement activities foreseen by Yes Me project	<p>Need for further reinforcement activities as support / integration to the internship is assessed, among those available in the project Yes Me catalogue and active at that time.</p> <p>If candidate does not need further reinforcement activity 22 is started.</p>	↳	↳ Case Manager ↳ PES operator	↳	↳ Meeting minute	↳ Meeting
21	Activation of other reinforcement activities foreseen by Yes Me project	(see specific processes)	↳	↳ Case Manager ↳ PES operator	↳	↳	↳

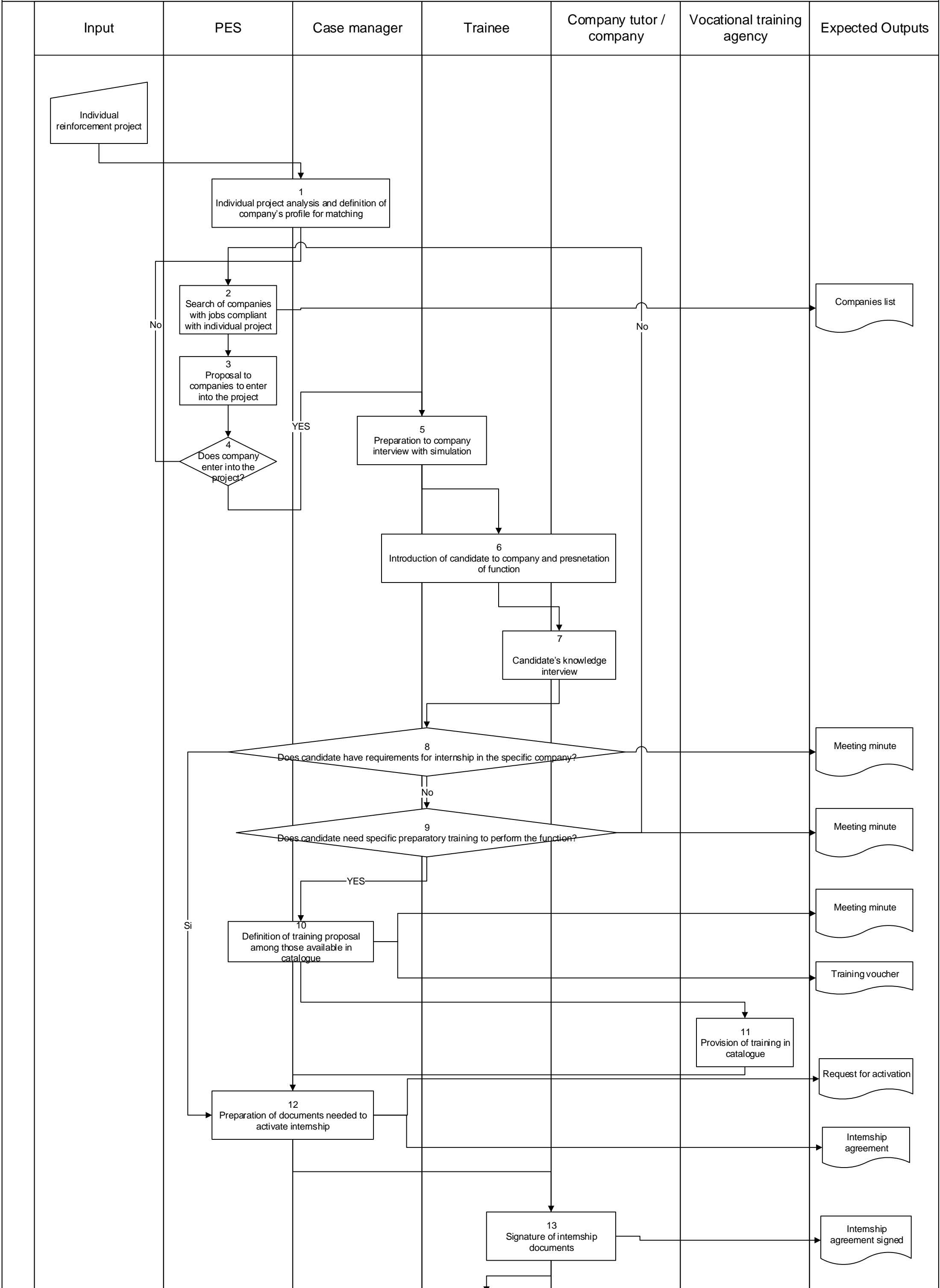


European Commission
 DG Employment, Social Affairs and Inclusion

22	<p>Final evaluation documentation filling in</p>	<p>At the conclusion of internship in company, an overall assessment of user is given, taking into account the transversal skills / attitudes considered in the project, as well as other work requirements (quality expressed, etc ...), that have been acquired / exercised during the implemented activities. The evaluation is based both on observations carried out by Case Manager and on opinions expressed by the hosting company. At conclusion of the internship, a verification meeting with the user is organized. The following evaluation forms are filled in: ↪ Company Evaluation form 7/7 ↪ Trainee self-assessment form 7/7</p>	↪	↪ Case Manager	↪ Beneficiary ↪ Company manager	↪ Company evaluation form 7/7 ↪ Trainee evaluation form 7/7	↪
----	---	--	---	----------------	------------------------------------	--	---



Process «INTERNSHIPS»



Process «INTERNSHIPS»





ACTIONS PROTOCOL	Drafting:	
	Release date:	
		OVERALL PROJECT
PROCESS NATIONAL CIVIL SERVICE VOLUNTEER PROGRAMME - NCS		

N°	Activity tag	Activity description	Activity time and lasting	Involved actors	Direct beneficiaries	Output	Tools
1	Presentation of projects on behalf of implementing agencies	Confcooperative NCS office processes NCS projects by sector and intervention area.	↻ 1 month	↻ Confcooperative NCS office ↻ Minister of International Cooperation	↻ Implementing agencies	↻ NCS project	↻ Adherence forms by implementing agencies ↻ Project scheme by Minister
2	Analysis and evaluation of submitted projects	Minister arranges for collecting, reading and evaluating each submitted project: on the basis of a specific scoring grid a score is attributed to each project, determining its position in the ranking.	↻ 5 months	↻ Minister of International Cooperation	↻ Confcooperative NCS office	↻ Project score	↻ Evaluation grid
3	Funding of submitted projects	Minister defines limit for projects funding: all the projects obtaining minimum score, as defined in the call, are funded and the volunteers required in the projects will start the service.	↻ 1 day	↻ Minister of International Cooperation	↻ Confcooperative NCS office	↻ Funded projects	↻ Call for funding
4	Publication of call for selecting young applicants for NCS activities within funded projects	Minister publishes the call for all the funded project, specifying: <ul style="list-style-type: none"> ✓ aims, activities, role and task of volunteers ✓ locations of performance of service and number of volunteers needed for each seat ✓ name of the contact person for volunteer by each specific seat ✓ general and specific training course ✓ names of trainers for each project seat <p>In the call criteria for applications eligibility are defined (specifically age between 18 and 29 years old, italian citizenship, no criminal convictions): each applicant can submit only one application within a call, for a single project and for only one seat.</p>	↻ 1 month	↻ Minister of International Cooperation	↻ Confcooperative NCS office	↻ Applications to tender	↻ Selection tender ↻ Application forms



5	Plenary meeting for presenting NCS	Confcooperative NCS office presents NCS experience to all project beneficiaries, generally defining objectives, time commitment, projects and activities, participating rules.	↻ 2 hours	↻ Confcooperative NCS office	↻ Participants in the project	↻ Informative materials	↻ Multimedia tools ↻ Diffusion and training materials
6	Individual meeting for deepening motivation to NCS	An individual interviews is conducted with each applicant particularly interested in being involved in the experience and whose experience is considered as especially suitable by the coordinator. In the interview the elements presented in plenary session are deepened, with particular attention to: ✓ motivation ✓ will to guarantee experience continuity in the 1\2 months foreseen for NCS	↻ 1 hour	↻ Project coordinator	↻ Participants in the project	↻ Minute of the meeting	↻ interview
7	Collection of preliminary registration to NCS Deepening of modalities to participate in NCS	Applicant declares interest in participating to proposed experience and modalities for participating in NCS are presented.	↻ 20 minutes	↻ Project coordinator	↻ Applicant to NCS	↻ Minute of the meeting	↻ interview
8	Collection of participation in NCS confirmation	Beneficiary confirms his will to start the experience and is included in the process of application submission, scheduling guidance interview.	↻ 20 minutes	↻ Confcooperative NCS office	↻ Applicant to NCS	↻ Minute of the meeting	↻ interview
9	Guidance Interviews to specific NCS project/location	Persons interested in participation are convened in small groups (max 6 persons) and the participation rules are explained together with intervention areas of the projects, roles and tasks of volunteers, single services proposed by impended agencies involved in planning. Interested person is interviewed individually by NCS office operators to evaluate the choose of the seat and to formalise applications submission.	↻ 30 minutes ↻ 30 minutes	↻ Confcooperative NCS office	↻ Young people interested in submit application for NCS	↻ Interviews reports	↻ Individual and group guidance interview
10	Choice to submit application to specific NCS project/location	Interviewed person confirms his will in submitting application, defining at the same time chosen specific project and seat.	↻ By the call deadline	↻ Confcooperative NCS office	↻ Applicant to NCS	↻ Minute of the meeting	↻ Materials giving information about specific projects
11	Filling in and submission of application for specific NCS project/location	Interested person submits application composed by: ✓ application for admission ✓ curriculum vitae in european format ✓ identity document ✓ medical certificate	↻ By the call deadline	↻ Confcooperative NCS office	↻ Applicant to NCS	↻ Application submission	↻ Application documents



12	Scheduling of selection interviews for specific NCS project/location	Date, time and seat for selection interviews are communicated. Selection staff from each implementing agency will attend the interview.	☞ 10 minutes	☞ Confcooperative NCS office ☞ Implementing agencies	☞ Applicant to NCS	☞ Selection interviews scheduling	☞ Interview memo given to each candidate
13	Selection interviews for specific NCS project/location	Selection interviews are conducted for each project and seat at the presence of selection manager for each implementing agency; a score (max 60 points) is attributed on the basis of the knowledge of candidate of the following themes: <ul style="list-style-type: none"> ✓ Civil Service (max 10 points) ✓ Elements of social cooperation and knowledge of Confcooperative (generally and referred local context of the project) (max 10 points) ✓ Areas of intervention foreseen by chosen project (generally and referred local context of the project) (max 10 points) ✓ Chosen project Progetto prescelto (max 10 points) ✓ Previous work and volunteering experiences in terms of quality (max 10 points) ✓ No-profit sector (knowledge and participation) (max 10 points) 	☞ 30 minutes for each interview ☞ within 15 days after call's deadline ☞ conduction of all selection interviews	☞ Implementing agency	☞ Applicant to NCS	☞ Interview report	☞ Application forms released by Minister
14	Evaluation of applicant's compliance with specific NCS project/location	Candidates obtaining a score ranging from 36 to 60 are eligible to participate in the call. Candidates obtaining a score lower than 36 are not eligible and cannot be placed in the ranking.	☞ 15 minutes (time to fill in the form)	☞ Implementing agency	☞ Applicant to NCS	☞	☞
15	Sending of interview form	Each agency sends to NCS office the interviews reports signed by selection manager.	☞ 1 day	☞ Implementing agency	☞ Confcooperative NCS office	☞ Interview report	☞ Mail/fax
16	Communication to applicant of negative results of interview	The negative outcome of the selection is communicated through a special letter sent by NCS office	☞ 15 days after the conclusion of all selection interviews	☞ Confcooperative NCS office	☞ Applicant to NCS	☞ Ineligibility letter	☞ mail



17	Analysis of applicant's requirement through CV	<p>Only for candidates evaluated as eligible during the interview, the scores related to qualifications and previous work/ volunteer experiences are attributed by examining the cv submitted with the application (max 40 points):</p> <p>AREA TRAINING AND PROFESSIONAL QUALIFICATIONS</p> <ul style="list-style-type: none"> ✓ educational qualification (only the highest is) ✓ post-graduate education ✓ professional qualifications (most relevant qualification to the project is evaluated) ✓ other skills (languages, informatics,...) <p>PREVIOUS WORK EXPERIENCES</p> <ul style="list-style-type: none"> ✓ with employment contract (job) or included in educational course ✓ as volunteer 	↵ 10 days	↵ Confcooperative NCS office	↵ Applicant to NCS	↵ Tools and criteria scheme	↵ Excel sheet ↵ Application forms released by Minister
18	Final score assignment and definition of ranking for accessing to specific NCS projects/locations	<p>NCS office sums: SCORES TO BE ATTRIBUTED AT INTERVIEW SCORES TO BE ATTRIBUTED AT CV Candidate's final score is calculated determining his/her ranking</p>	↵ 2 days	↵ Confcooperative NCS office	↵ Applicant to NCS	↵ Ranking	↵ Excel sheet ↵ Application forms released by Minister
19	Publication of ranking for accessing to specific NCS projects/locations	<p>Ranking is published by NCS office on website divided by project and seat</p>	↵ 1 day	↵ Confcooperative NCS office	↵ Applicant to NCS	↵ Ranking on website	↵ Multimedia tools
20	Matching applicant/project on the basis of ranking/score and of available places	<p>Each implementing agency has a limited number of positions in each project: if the number of candidates for each seat exceeds available positions, only candidates reaching the highest scores are started to service (SELECTED ELIGIBLE)</p>	↵ 1 day	↵ Confcooperative NCS office	↵ Applicant to NCS	↵ Ranking on website	↵ Multimedia tools
21	Definition of waiting list with not admitted applicants for substitutions if needed	<p>All candidates with a score lower than the selected stay in ranking to be recalled if some selected persons give up in the first 3 months from the starting of service.</p>	↵ 3 months after NCS starting	↵ Confcooperative NCS office	↵ Applicant to NCS	↵ Ranking	↵ Candidate's final score



22	Definition and communication of NCS starting activities timetable	All selected candidates receive specific written communication at their home including: ↳ Ministerial contract ↳ Day, time and seat of the first day of service ↳ General training course timing	↳ 3/4 months after call deadline	↳ Confcooperative NCS office ↳ Minister of International Cooperation	↳ NCS volunteer	↳ Signature of agreement at the first day of service	↳ Start up letter
23	General training introducing NCS starting activities	From the first day of service volunteers participate in of general training course, that foresees the following contents divided in modules: 1. Identity of group in training; 2. From Conscientious Objection to National Civil Service: historical and legislative evolution, similarities and differences between the two institutes. 3. The duty of defense of the homeland; 4. The Civil Protection; 5. Solidarity and the forms of citizenship; 6. National Civil Service, associations and volunteering; 7. Current legislation and the Charter of ethical commitment; 8. Duties and rights of volunteer in civil service; 9. Presentation of Confcooperative; mission, values and organisation of social cooperation in Confcooperative/Federsolidarietà. The local seat of accredited body; role and aims. Project's characteristics and sharing of different situations in which it operates. 10. Working by projects; 11. Analysis of experiences and expectations of young people in civil service; 12. Analysis of processes in young people's standards in communicating, relating and managing conflicts. 13. Knowledge of territory; 14. To be able to experiment in situations as protagonist.	↳ 12 months ↳ 1400 hours including 42 hours to be realised within the first 5 months	↳ Confcooperative NCS office	↳ NCS volunteer	↳ Training materials	↳ Attendance at training registers
24	NCS activities starting within specific projects of implementing agencies, including specific training	At the end of general training volunteers are placed within single implementing agencies and start the same time project activities and specific training, that covers the following contents: Module 1: Let's know your service Module a: service's organisation Module b: human resources Module c: SAP and territory Module 2: Let's know the institution in which you serve Module 3: The tool bag Module a: technical tools	↳ 12 months ↳ 1400 hours including 72 hours of specific training	↳ Confcooperative NCS office ↳ Implementing agency	↳ NCS volunteer	↳ Project implementation ↳ Specific training course implementation	↳ volunteer attendance register ↳ training materials ↳ attendance at training registers

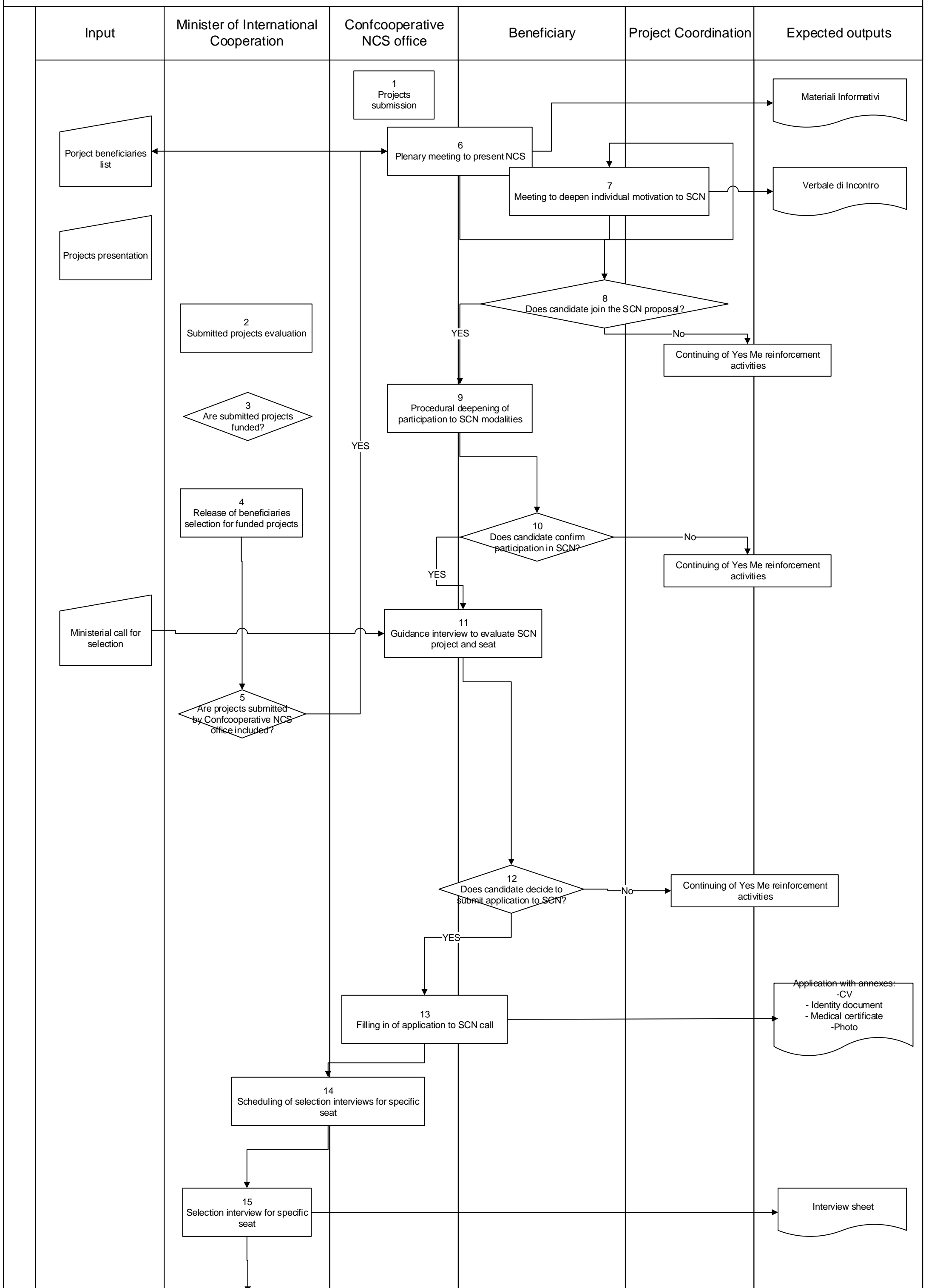


		<p>Module b: relational tools Module c: the ethical Code Module 4: Security and privacy Law Module 5: The underage as project target Module 6: The relationship with underage Module7: Individual project definition Module 8: The planning as working tools Module 9: Unity is strength – Self-help groups (A.M.A.) Module10: Skills assessment Module a: acquired skills Module b: experience</p>					
25	Continuous monitoring of NCS activities within specific project/location	<p>NCS is monitored by:</p> <ul style="list-style-type: none"> ↳ meetings with referent in implementing agency ↳ team and supervisory meetings in implementing agency ↳ monitoring meeting with NCS office at V, IX, XII months of service. 	↳ 12 months	<ul style="list-style-type: none"> ↳ Confcooperative NCS office ↳ Implementing agencies 	↳ NCS volunteer	<ul style="list-style-type: none"> ↳ Operators and volunteer evaluation report ↳ Filling in of monitoring questionnaires 	<ul style="list-style-type: none"> ↳ Monitoring questionnaires ↳ Attendance at meetings register ↳ Volunteer attendance register
26	Evaluation of problems emerging in NCS activities implementation	<p>On request by implementing agency or volunteer problems related to service management of the service and/or to relationship with the referent / work team can be detected.</p>	↳ 12 months	↳ Confcooperative NCS office	<ul style="list-style-type: none"> ↳ NCS volunteer ↳ Implementing agencies 	<ul style="list-style-type: none"> ↳ Minute of the meeting ↳ Report of problematic events by implementing agency 	↳ Handbook regulating relationship between organizations and volunteers
27	Evaluation of volunteer's responsibilities in emerged problems	<p>A plenary meeting with all involved actors and beneficiaries is organized to evaluate arisen problems and compare the different points of view. Volunteer can present an own report after reading the one produced by the implementing agency.</p>	↳ 10 days	↳ Confcooperative NCS office	<ul style="list-style-type: none"> ↳ NCS volunteer ↳ Implementing agencies 	<ul style="list-style-type: none"> ↳ Minute of the meeting ↳ Report on plenary meeting ↳ Volunteer report 	↳ Handbook regulating relationship between organizations and volunteers
28	Communication of emerged problems to competent Minister and demand/proposal of solutions	<p>The reported facts and their severity are evaluated and the following documents are sent to the Minister:</p> <ul style="list-style-type: none"> ↳ relations ↳ proposed disciplinary action <p>for their evaluation on the lines of action to be taken against the volunteer.</p>	↳ 15 days	↳ Confcooperative NCS office	<ul style="list-style-type: none"> ↳ NCS volunteer ↳ Implementing agencies ↳ Minister of International 	↳ proposal of disciplinary action	↳ Volunteer agreement

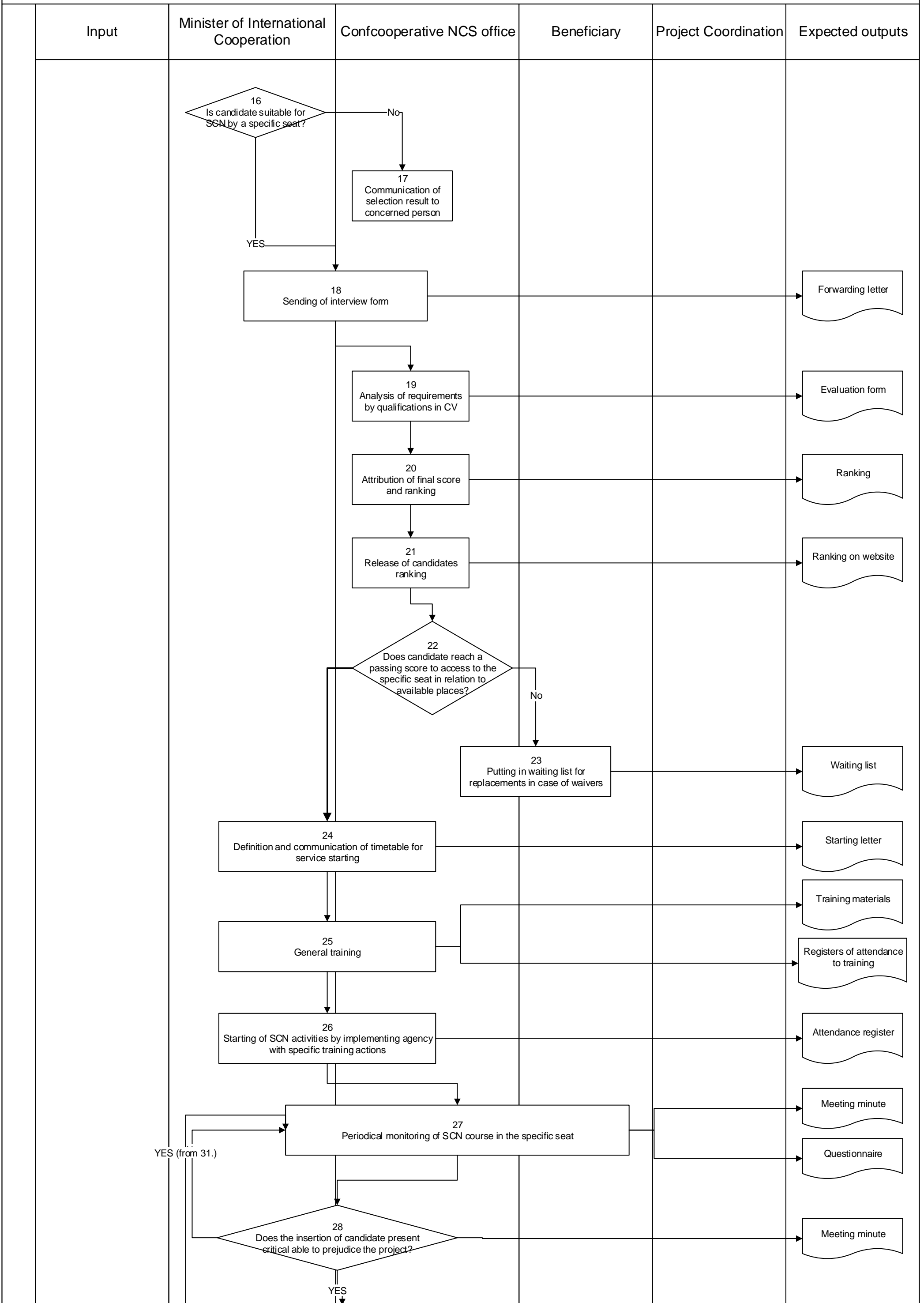


		<p>The implementable sanctions and measures are: a) written admonishment; b) deduction of pay, from a minimum equal to the amount equivalent to one day of the service to a maximum of the amount corresponding to 10 days of service; c) exclusion from service</p> <p>and are defined according to the seriousness of the conduct put in place.</p>			Cooperation		
29	Evaluation of penalty procedure effectiveness	A meeting among agency, office and volunteer to judge after some time, the effectiveness of implemented sanction and corrective actions.	↪ 15 days	↪ Confcooperative NCS office	↪ NCS volunteer ↪ Implementing agencies	↪ disciplinary action	↪ Volunteer agreement
30	(if needed and within 3 months from project starting) substitution of not compliant volunteer with new candidate from waiting list	<p>In case of resignation within three months from project starting, removal, waiver before the service starting by the candidate, the vacancy can be replaced with a candidate present in the ranking but not started at service.</p> <p>In such a case, the candidate which replaces the defeatist will be started later, but will make all the training undertaken by other volunteers started from the beginning.</p>	↪ 3 months	↪ Confcooperative NCS office	↪ Applicant to NCS	↪ Starting of service	↪ Volunteer agreement

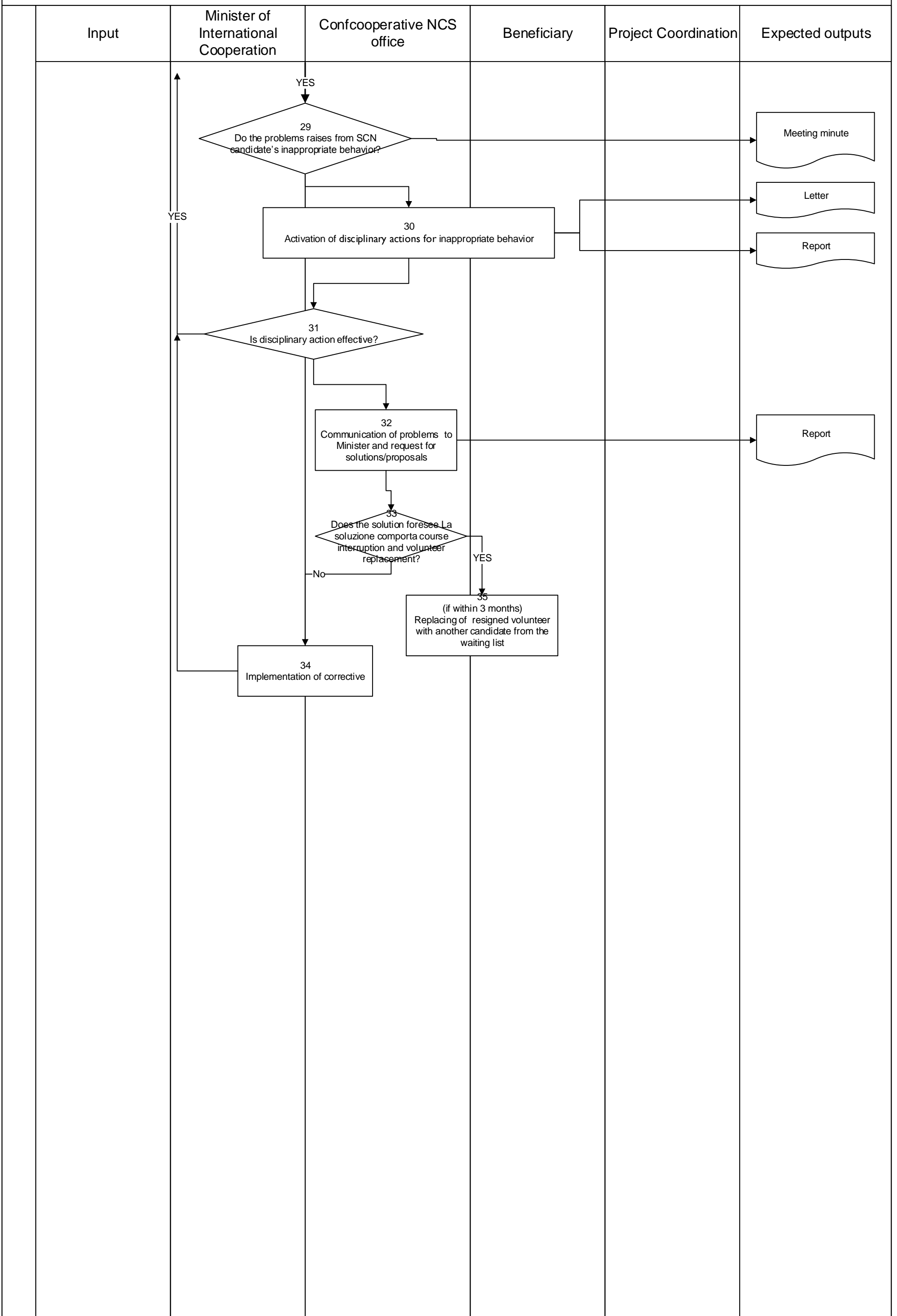
Process «National Civil Service Volunteer Programme - NCS»



Process «National Civil Service Volunteer Programme - NCS»



Process «National Civil Service Volunteer Programme - NCS»





European Commission
DG Employment, Social Affairs and Inclusion



ACTIONS PROTOCOL	Drafting:	
OVERALL PROJECT	Release date:	
PROCESS THEATRE FOR PSYCHOSOCIAL TRAINING AND SENSITIZATION		

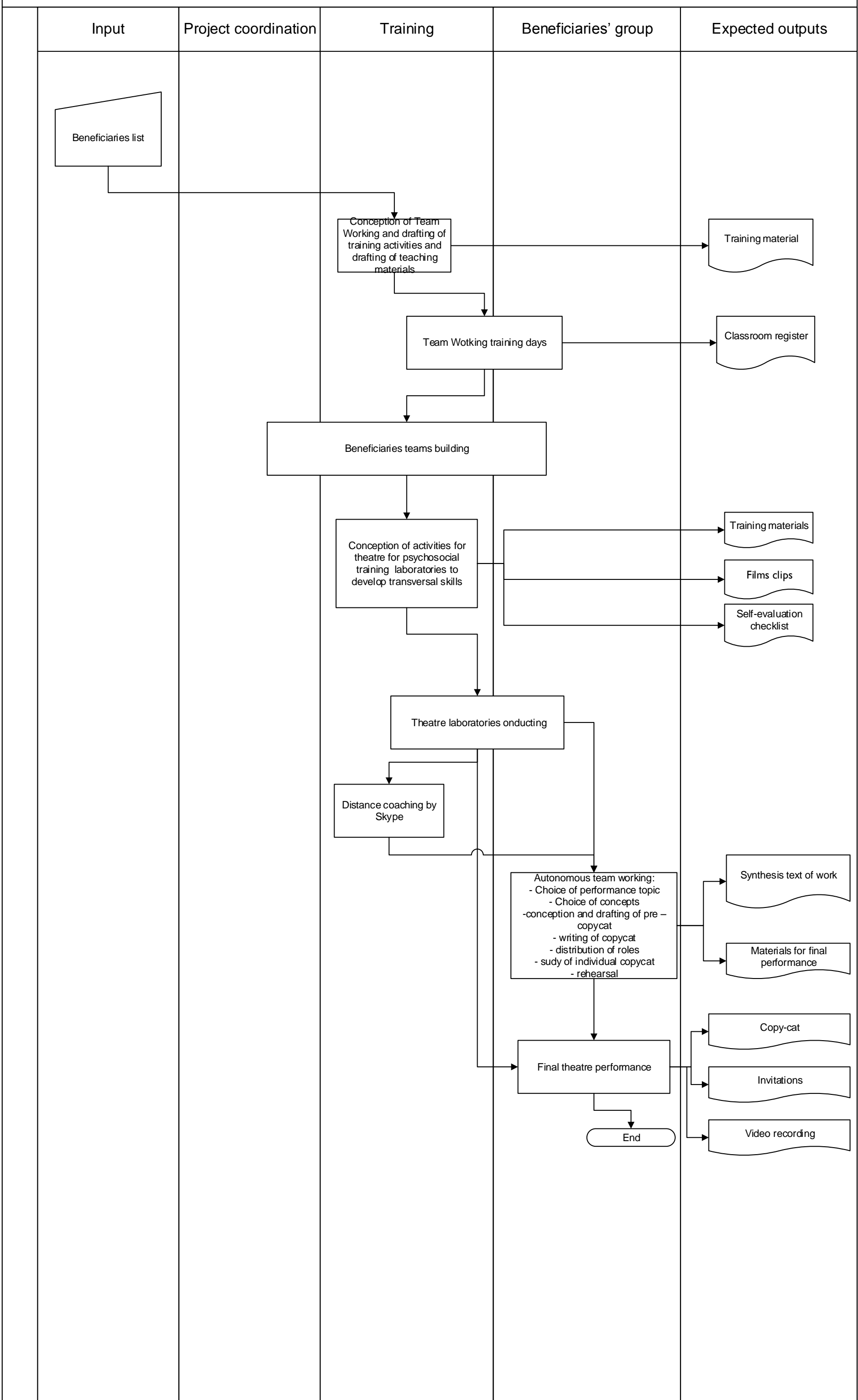
N°	Activity tag	Activity description	Activity time and lasting	Involved actors	Direct beneficiaries	Output	Tools
1	Planning of Team Working Training	On the basis of the elements emerged from Development Center, specific objectives are defined, activities to team working training are planned and exercises and training materials are prepared.	☞ From 5 th to 6 th November 2012	☞ FormAzione	☞	☞ Training materials ☞ Films catalogue ☞ Exercises ☞ Evaluation forms filled in by participants	☞ PC
2	Team Working Training	Skills to Team Working are developed and sense of belonging to the group of beneficiaries is constructed through an active and experiential learning methodology. Teams of beneficiaries are composed.	☞ From 7 th to 8 th November 2012	☞ FormAzione	☞ Project beneficiaries	☞ Classroom register	☞ Training materials, exercises, evaluation forms
3	Planning of theatre for psychosocial training Laboratories	Definition of the specific aims of each section of theatre for psychosocial training Laboratories. Conception of transversal skills development activities and production of classroom materials.	☞ From 9 th to 14 st November 2012	☞ FormAzione	☞	☞ Training materials ☞ Films clips ☞ Evaluation forms	☞ PC
5	Theatre for psychosocial training Laboratories	Management of psycho-social training for transversal skills development with the methodologies of Theatre for psychosocial training and specifically: Self Development Theatre, Action Theatre and Tailored Theatre. The laboratories follow the following structure: 1. Self Development Theatre Exercises 2. Presentation with interactive modalities of a macro Transversal Skill 3. Implementation of specific phase for the staging of the performance (writing copycat and tests for staging) 4. Self-evaluation by an evaluation form with indicators of macro Skills analysed 5. Communication of the "Homework" (activity to be implemented autonomously or in small groups) 6. Evaluation of the meeting	☞ From 15 th November 2012 to March 2013 beginning	☞ FormAzione	☞ Project beneficiaries	☞ Classroom register ☞ Classroom materials ☞ Films clips ☞ Evaluation forms filled in by participants ☞ Laboratories Reports ☞ Participants Logbook	☞ Training materials ☞ Films clips ☞ Evaluation forms





6	Autonomous work	After each Laboratory trainers give to participants a task for an Homework implementation. Activities can be implemented individually, in pair, in small groups or in team.	From 15 th November 2012 to final event (March 2013)	Work Team		Written synthesis of group work Materials and texts for final performance	PC
7	“Distance” Coaching	During Autonomous Work the team leaders can receive distance counseling by a senior trainer, through Skype, consisting in methodological support needed for activities implementation and team management.	From 15 th November 2012 to the end of February 2013	FormAzione	Team Leader		PC Skype
8	Rehearsal	Final rehearsal at the theatre with all the beneficiaries of training.	End of February 2013	FormAzione	Project beneficiaries	Copycat Theatre Performance	Theatre Audio and video technicians materials for set design and costumes
9	Final Theatre Performance	Staging of the performance achieved by the participants in a theatre of Ivrea.	Half/end of March 2013	Work Team	citizen	Copycat Final theatre Performance Video recording of final performance	Theatre Audio and video technicians materials for set design and costumes

Process «Theatre for psychosocial training and sensitization»





European Commission
DG Employment, Social Affairs and Inclusion



ACTIONS PROTOCOL	Drafting:	
	Release date:	
	OVERALL PROJECT PROCESS WEB ANIMATION	

N°	Activity tag	Activity description	Activity time and lasting	Involved actors	Direct beneficiaries	Output	Tools
1	Training on themes and tools	Specific training on what are social media and what they do is provided: - What are the tools and how they can be used to enhance professional skills and experience. - Register and style of private communication versus professional one on blogs and social media. What are the differences. - REPUTATION: What's reputation online, how to improve it, how to control the trend. - POPULARITY (how many people are following us), ENGAGEMENT (how much we are able to engage them in direct dialogue), - REACH (how many people we reach through the two previous items, and through like and RT): in short, how to create focus and engagement on the web.	↪ 6-9 hours for each group (2)	↪ Web communication expert	↪ participants	↪ knowledge of opportunities offered by digital media and their use in job and opportunities for professional growth searching	↪ tutorials and videos on youtube, specific training materials, infographics found on Pinterest and in general on the Web
2	Web animation : contents definition	What can be communicated through social networks is defined: - The content to be communicated on FB pages and blogs to highlight CV and create professional relationships - Differences (how to choose the contents to be included on blogs and on FB) - How to create an editorial plan for the planning of contents and posts of a blog	↪ 6 hours for each group (2)	↪ Web communication expert ↪ Social Theatre expert	↪ participants, possible participants if future editions of the course	↪ Editorial plan of course activities	↪ Available slides, videos, blogs to be consulted
3	Web animation : choice of modalities	Media to be used for communication are identified: - Blog and FB for text contents, images and videos: how to use the platforms for the integration of contents - Pinterest or Instagram for images - YouTube Channel for videos, etc. - Blog, Facebook, Pinterest: basic practical information for use. Tips and Tricks.	↪ 12 hours for each group (2)	↪ Web communication expert	↪ participants, possible participants if future editions of the course	↪ Acquisition of skills and abilities needed to use social media	↪ Blog platform ↪ Social network: Facebook, Pinterest or Instagram





4	<p>Web animation : updating</p>	<p>Content for dissemination are defined with the beneficiaries: - shared writing of short self-promotion texts: who I am, what I do in the course, how I feel in relation to what I learn, what I would do "when I grow up", what can I offer to the work world - realisation of short videos on the day by day of the course to be uploaded on FB (eg video shooting in real time of the activities carried out during social theatre or other courses, such as self promotion) - Setting up and filming of mock interview simulations of each other, with video shooting and sharing for feedback - Preparing video CV - Case study of communication through digital media: how to make promotion activities at various stages and invitation to participate in the final theatre performance?</p>	<p>↪ 16 hours for each group (2)</p>	<p>↪ Web communication expert ↪ Social Theatre expert</p>	<p>↪ participants, possible participants if future editions of the course</p>	<p>↪ Analysis of work done during the course ↪ Sharing of results and emotions ↪ Capacity building in planning, managing and inserting contents</p>	<p>↪ Blog platform ↪ Social network: Facebook, Pinterest or Instagram</p>
5	<p>Communication effectiveness evaluation</p>	<p>The evaluation of the progress of participants is tested through the implementation of the same posts, photos, videos and contents inserted on Facebook page and on the blog dedicated to the project. A final post will be uploaded at the end of the project, to clearly identify the end of the training course in June. If this will be resumed at a later time with other groups of participants, the inclusion of contents on the blog and Facebook page will be reactivated.</p>	<p>↪</p>	<p>↪ Web communication expert ↪ Other Yes Me processes experts</p>	<p>↪ participants</p>	<p>↪</p>	<p>↪</p>